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ABSTRACT

Project CLASS (Cooperative Learning: Acquiring Specialized Skills) was designed to develop, demonstrate, evaluate, and disseminate an inservice training model to enhance the early intervention competencies of professionals in rural states who are delivering Public Law 99-457 (Part H) community and home-based services to infants and toddlers with disabilities and their families. The inservice training model developed by Project CLASS was a linked model using a "train the trainer" strategy in Montana's regionally based early intervention agencies. The project incorporated four foundations (competency-based educational principles, adult learning guidelines, an ecological approach, and family-centered service delivery) into the following model components: (1) problem-based learning, (2) cooperative learning methods, and (3) peer coaching. The inservice training was also tailored to match the specific desires, resources, and needs of participants (approximately 6 learning facilitators and 80 cooperative learning team members). The Project CLASS model was specifically designed to address rural features. Implementation of Project CLASS occurred in three phases. During Phase 1 a learning facilitator in each agency was identified and these facilitators received training in small groups and established cooperative learning teams within their own agencies. During Phase 2 the facilitators identified their teams' priorities for training, developed and implemented individual training plans. During Phase 3 ongoing training of both facilitators and their home teams continued. Nine appendices which comprise 90% of the document, provide information on training agendas, sample training plans, questionnaire data, and lesson plan training materials. (DB)

ED 385 992

Cooperative Learning: Acquiring Specialized Skills Project CLASS

FINAL REPORT

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Montana University Affiliated
RURAL INSTITUTE ON DISABILITIES
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The University of
Montana

The Montana University Affiliated Rural Institute on Disabilities is an interdisciplinary, university-sponsored organization that promotes the full participation in rural life by individuals of all ages with disabilities. The Rural Institute promotes this goal by developing and disseminating innovations in teaching, research, community services and policy advocacy.

Through a variety of technical assistance, training, research, information dissemination and service activities, institute staff work to:

- discover and develop state-of-the-art approaches to meet the challenges of living with a disability in rural areas;
- increase the number and quality of disability service professionals and providers in rural areas;
- provide information about rural areas to the public, professionals, and policy makers; and
- help people with disabilities in rural areas access quality social and educational services and health care.

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The Rural Institute on Disabilities receives core support from a grant from the U.S. Department of Health and Human Services, Administration on Developmental Disabilities. Individual projects are funded by varied federal, state and private sources.

Cooperative Learning: Acquiring Specialized Skills
Project CLASS

FINAL REPORT

Early Education Program for Children with Disabilities
U.S. Department of Education
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July 19, 1995

II. ABSTRACT

Project CLASS
Cooperative Learning: Acquiring Specialized Skills

An Early Education for Children with Disabilities Project

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Project CLASS was designed to develop, demonstrate, evaluate, and disseminate an inservice training model to enhance the early intervention competencies of professionals in rural states who are delivering PL 99-457 (Part H) community and home-based services to infants and toddlers with disabilities and their families. The inservice training model developed by Project CLASS was a linked model that utilized a "train the trainer" strategy in Montana's regionally-based early intervention agencies.

The Project CLASS model incorporated four foundations (i.e., competency-based educational principles, adult learning guidelines, an ecological approach to inservice training, and family-centered service delivery practices) into its model components: problem-based learning, cooperative learning methods, and peer coaching. These components were designed to facilitate early intervention professionals' acquisition of specific early intervention competencies and the transfer of these competencies to the provision and coordination of early intervention services. The Project CLASS model was specifically designed to address rural features.

The inservice training provided by Project CLASS was tailored to match the unique wants, resources, and needs of participating individual early intervention professionals (Family Support Specialists) employed in Montana's Child and Family Service Provider agencies. Individualized training objectives were targeted for participants within each agency following identification of each learning team's priorities for learning.

The implementation of Project CLASS components occurred in three phases. During Phase I a Learning Facilitator in each agency, i.e., a supervisor or experienced Family Support Specialist in the agency, was identified for the project. During small group training sessions, project staff provided training to all the organizations' Learning Facilitators regarding use of cooperative learning methods to promote adult learning of early intervention competencies. In addition, during Phase I, Learning Facilitators established Cooperative Learning Teams, each comprised of 3-5 Family Support Specialists, within their respective agencies.

During Phase II Learning Facilitators identified the Cooperative Learning Team members' priorities for training regarding early intervention competencies and developed Individual Training Plans or Goal Attainment Scales with team members. Then Learning Facilitator employed cooperative learning techniques to facilitate training on the targeted early intervention competencies. Project staff continued direct training and coaching with the Learning Facilitators as they implemented training regarding early intervention competencies with Cooperative Learning Teams within their agencies.

Finally, in Phase III the Learning Facilitators established additional Cooperative Learning Teams in each agency and implemented training related to early intervention competencies with the additional Family Support Specialists and other community-based early intervention professionals on these second teams. Following training regarding peer coaching, the Learning Facilitators, in turn, provided coaching with Cooperative Learning Team members as they learned or "fine-tuned" early intervention competencies. Throughout Phase III, project staff continued coaching with the Learning Facilitators regarding early intervention, cooperative learning, and peer coaching skills. In addition, Learning Facilitators also coached each other as they employed cooperative learning methods with Cooperative Learning Teams.

A major feature of Project CLASS was the establishment of an ongoing, self-sustaining system to support personnel development of current and new early intervention professionals in the Child and Family Service Provider agencies across Montana. This system supported training of early intervention professionals in each agency as Montana's lead agency, the Developmental Disabilities Division, implemented its process for certification of Family Support Specialists. Through Project CLASS, the Family Support Specialists acquired important early intervention competencies that were necessary to effectively implement programmatic components of PL 99-457 (Part H) and which were required for certification.

To develop and demonstrate the key components of the Project CLASS inservice training model several key objectives and activities were implemented. These included:

1. Determine training outcomes, resource materials, applied learning activities, and evaluation methods for training with Family Support Specialists related to early intervention competencies.

2. Determine training outcomes, resource materials, applied learning activities, and evaluation methods for training with Learning Facilitators related to cooperative learning and peer coaching.

3. Develop Individual Training Plans and Goal Attainment Scales with Learning Facilitators and individual Family Support Specialists who were members of cooperative learning teams.

4. Conduct training for Learning Facilitators related to early intervention competencies, cooperative learning, and peer coaching.

5. Establish a Cooperative Learning Team(s) in each agency.

6. Conduct training with Family Support Specialists who were members of the cooperative learning teams regarding early intervention competencies.

7. Conduct training with Learning Facilitators and Family Support Specialists who provided peer coaching.

8. Link Project CLASS to Comprehensive System of Personnel Development (Part H) and certification in Montana.

The model of inservice training developed through Project CLASS resulted in Family Support Specialists acquiring 96% of their targeted training objectives, Learning Facilitators acquiring competencies related to cooperative learning and peer coaching, and early intervention organizations across the state establishing Cooperative Learning Teams within the agencies. Data collected from Family Support Specialists, Learning Facilitators, and agency directors indicated that the techniques related to Project CLASS components also were utilized in a variety of other organizational routines (e.g., staff meetings, long-range planning, staff presentations). Finally, participants reported that the training provided through the project was useful and met their needs.

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Cooperative Learning: Acquiring Specialized Skills

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IV. OBJECTIVES AND ACTIVITIES

Objectives and Activities

PROJECT CLASS
COOPERATIVE LEARNING: ACQUIRING SPECIALIZED SKILLS

Objective 1: Determine competencies, resource materials, applied learning activities, transfer activities, and evaluation methods for training modules related to early intervention competencies.

1.1 Identify early intervention competencies included in the Competency Manual and the format for training modules.

1.2 Review current early intervention personnel preparation resources (e.g., books, journals, course syllabi, curriculum materials, training materials).

1.3 Determine content of the training modules.

1.4 Develop problem-based learning activities for each module.

1.5 Develop transfer activities for each module.

1.6 Develop evaluation methods for each module.

1.7 Determine criterion-referenced point system related to credit for each module.

1.8 Pilot training modules with Learning Facilitators and Family Support Specialists.

1.9 Revise training modules according to results of pilot testing.

1.10 Field-test training modules.

1.11 Revise training modules according to results of field-testing.

Objective 2: Determine competencies, resource materials, applied learning and transfer activities, and evaluation methods for training modules related to cooperative learning and peer coaching.

2.1 Identify cooperative learning competencies included in the Competency Manual and the format for training modules.

2.2 Review current education and staff development resources (e.g., books, journals, course syllabi, curriculum materials, training materials).

2.3 Determine content of the training modules.

2.4 Develop problem-based learning activities for each module.

2.5 Develop transfer activities for each module.

2.6 Develop evaluation methods for each module.

2.7 Determine criterion-referenced point system related to credit for each module.

2.8 Pilot training modules with Learning Facilitators and Family Support Specialists.

2.9 Revise training modules according to results of pilot testing.

2.10 Field-test training modules.

2.11 Revise training modules according to results of field-testing.

Objective 3: Develop Agency Training Plans and Individual Training Plans with Child and Family Service Provider agencies, individual Family Support Specialists, and other community-based early intervention professionals.

3.1 Conduct needs assessment with agency directory, Learning Facilitators, Family Support Specialists, and other community-based early intervention professionals.

3.2 Develop training plans.

3.3 Implement training plans.

3.4 Monitor implementation of training plans and revise if necessary.

3.5 Evaluate Agency Training Plans and Individual Training Plans.

Objective 4: Conduct training for Learning Facilitators related to early intervention competencies, cooperative learning, and peer coaching.

4.1 Identify Learning Facilitator needs related to early intervention, cooperative learning, and peer coaching.

4.2 Develop training outcomes and objectives related to these competencies (Agency Training Plan).

4.3 Conduct two-day training sessions related to targeted objectives utilizing cooperative learning methods and Competency Manual materials.

4.4 Provide coaching and technical assistance utilizing audio teleconferencing, on-site visits, videotape, computer networking, and review of written, audio, or video products.

4.5 Monitor progress and modify training processes based on qualitative and performance data.

4.6 Modify Agency Training Plan as necessary.

4.7 Evaluate performance of targeted training competencies on Agency Training Plans.

4.8 Evaluate effectiveness of project components (Competency Manual training modules, cooperative learning, and peer coaching).

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Objective 5: Establish Cooperative Learning Team in each agency.

5.1 Develop procedures for Cooperative Learning Teams.

5.2 Identify and select team members from Family Support Specialists within agency (and community-based professionals).

5.3 Develop Agency Training Plan with agency director and Learning Facilitator to accomplish organizational support necessary to implement inservice training.

5.4 Review project components with Cooperative Learning Team members.

5.5 Implement weekly or bi-weekly Cooperative Learning Team session (pilot Cooperative Learning Team component).

5.6 Process Team functioning at end of each session.

5.7 Revise Cooperative Learning Team process based on Team processing and pilot evaluation data.

5.8 Monitor implementation of Agency Training Plan and modify if necessary.

5.9 Evaluate Agency Training Plan.

5.10 Field-test Cooperative Learning Team procedures.

5.11 Revise Cooperative Learning Team procedures based on field-test data.

5.12 Evaluate effectiveness of Cooperative Learning Teams.

Objective 6: Conduct training with Family Support Specialists on early intervention competencies.

6.1 Assess Family Support Specialist's needs relative to specific competencies.

6.2 Develop Individual Training Plan with Learning Facilitator.

6.3 Implement training using Competency Manual and Cooperative Learning Teams.

6.4 Monitor initial acquisition of early intervention competencies.

6.5 Pair Family Support Specialist with a trained Peer Coach.

6.6 Implement coaching process to facilitate transfer of early intervention competencies.

6.7 Monitor implementation of Individual Training Plan and modify if necessary.

6.8 Evaluate Individual Training Plan.

Objective 7: Conduct training with Peer Coaches.

7.1 Provide overview of transfer and coaching process.

7.2 Assess Learning Facilitator and Family Support Specialist's needs relative to peer coaching.

7.3 Identify targeted coaching competencies on Agency Training Plan or Individual Training Plan.

7.4 Implement training relative to coaching skills during Learning Facilitators' Training sessions and Cooperative Learning Team sessions.

7.5 Monitor acquisition of coaching skills.

7.6 Match Peer Coach with a Family Support Specialist.

7.7 Implement coaching process with technical assistance and support (pilot test Peer Coaching component).

7.8 Revise Peer Coaching component based on pilot data.

7.9 Field-test Peer Coaching component with additional Family Support Specialists and other community-based early intervention professionals.

7.10 Revise Peer Coaching component based on field-test data.

7.11 Evaluate effectiveness of Peer Coaching component.

Objective 8: Link Project CLASS to Comprehensive System of Personnel Development -Part H and certification.

8.1 Meet with Family Support Services Advisory Council Personnel Standards and Certification Subcommittee and Part H Coordinator to review project.

8.2 Gather information from Family Support Services Advisory Council Subcommittee and Part H Coordinator to identify project early intervention competencies and proposed certification process.

8.3 Provide input to Family Support Services Advisory Council Subcommittee and Part H Coordinator regarding proposed certification process.

8.4 Provide input to Individualized Training and Technical Assistance Project (ITTAP) regarding proposed provisional certification process.

8.5 Link completion of Competency Manual training modules and Individual Training Plan objectives to Provisional Certification procedures developed by ITTAP.

8.6 Link completion of Competency Manual training modules and Individual Training Plan objectives to Full Certification Procedures developed by the Developmental Disabilities Division and Family Support Services Advisory Council.

Objective 9: Develop credit for Project CLASS training that applies to certification or degree.

9.1 Gather information from the Center for Continuing Education regarding methods for obtaining academic credit through the University of Montana.

9.2 Develop Competency Manual training modules and Individual Training Plan for earning criterion-referenced points toward credits for each competency.

9.3 Obtain feedback from Child and Family Service Provider agencies, Advisory Board, Part H Coordinator, Part B Coordinator, and University Departments regarding credits linked to Competency Manual training modules and completing Individual Training Plan objectives.

9.4 Coordinate with the director of the Infant Specialty Project, University of Montana, to offer credit through the Infant Specialty Project for completing Competency Manual training modules and Individual Training Plan objectives.

9.5 Arrange academic credit for completing Competency Manual training modules and Individual Training Plan objectives through the Center for Continuing Education at the University of Montana.

9.6 Offer direct training workshops linked to targeted project competencies at statewide conferences (e.g., Montana's Special Education Conference, Developmental Disabilities Conference, Summer Institute).

9.7 Provide individualized training on-site regarding early intervention competencies to obtain credit.

Objective 10: Disseminate information regarding Project CLASS components (Competency Manual training materials, Cooperative Learning, Peer Coaching) and products.

10.1 Develop and disseminate a brochure describing the project.

10.2 Develop a mailing list of agencies and individuals expressing interest in the project.

10.3 Develop and disseminate technical reports regarding key findings and features of each component of the project.

10.4 Develop and disseminate reports regarding key findings and features of the project written in "laymen's terms" for organizations, legislators, and the general public who are not directly involved in early intervention services.

10.5 Submit articles regarding project findings for publication, to appropriate journals.

10.6 Present information on project activities, key features and findings at state and national workshops and conferences (e.g., Early Intervention Conference, DEC National Conference).

Objective 11: Establish and utilize a Board of Advisors to assist in refining project objectives, implementing activities necessary for completion of objectives, evaluation, developing recommendations for service system modifications/additions, developing products, and dissemination and utilization of findings and products.

11.1 Determine representatives from each of the Child and Family Service Provider agencies, Developmental Disabilities Division (state office), the Office of Public Instruction Competency Standards and Personnel Development - part B, State Interagency Advisory Council (early intervention), and parents for membership on the Board of Advisors.

11.2 Establish committees as necessary to complete project activities and objectives.

11.3 Determine committees' meeting schedules to assure completion of activities and objectives according to established timelines.

11.4 Conduct Board of Advisors' meetings on a quarterly basis (at least) to review progress towards completion of activities and advise accordingly to assure completion of project objectives.

Objective 12: Manage project implementation to ensure timely and effective completion of project activities and objectives.

12.1 Complete a table of major milestones, objectives, activities, responsible individuals and agencies, and scheduled completion dates.

12.2 Implement a system to effectively monitor progress towards completion of project activities and objectives.

12.3 Conduct bi-weekly staff meetings to review progress, status of objectives, and activities accomplished.

12.4 Complete job descriptions/hiring for vacated positions in accordance with EEO/AA policies.

12.5 Monitor personnel and provide feedback on performance.

12.6 Reallocate resources as necessary to assure completion of project activities and objectives.

12.7 Complete an annual report to the Department of Education, University of Montana, Board of Advisors, and appropriate state agencies on project implementation and outcomes.

Objective 13: Evaluate the process and impact of the inservice training project.

13.1 Complete guidelines for the overall system of project operation and impact.

13.2 Implement a system to evaluate service impact on Family Support Specialists served and early intervention competencies acquired by Family Support Specialists.

13.3 Implement a system to evaluate service impact on agencies served.

13.4 Implement a system to evaluate results of training for pilot- and field-test site personnel.

13.5 Implement a system to evaluate cost-benefit factors related to the project services.

13.6 Implement a system to evaluate "consumer satisfaction" with the project at the pilot- and field-test sites.

13.7 Compile and analyze evaluation data on an ongoing basis to assist in project management.

13.8 Summarize all evaluation data for inclusion in the final report to the Department of Education, University of Montana, Board of Advisors, and appropriate state agencies.

V. CONCEPTUAL FRAMEWORK FOR THE PROJECT

The Project CLASS conceptual or theoretical foundations included (1) competency-based educational principles, (2) adult learning guidelines, (3) an ecological approach to inservice training, and (4) family-centered service delivery practices.

Competency-Based Educational Principles. In developing a competency-based inservice training model for early intervention professionals in rural states, Project CLASS was grounded in a framework for learning that involved professionals in immediate concrete experiences, observing and reflecting on the experience from different perspectives, forming generalizations or abstract concepts, and using these concepts to solve problems and make decisions (Chickering & Claxton, 1981). Small group training with the Learning Facilitators and with individual Family Support Specialists incorporated observation of the skill being demonstrated and discussion of the demonstrations to identify: 1) how the skill was used (as well as its potential uses), 2) what the context was for use of the skill was, 3) when and in what situations it may be used appropriately, and 4) what potential difficulties may occur in application of the skill. In addition, training sessions involved learning the techniques, knowledge, and concepts that were essential components of the skill, as well as planned opportunities to practice the skill.

Project CLASS training materials and training sessions reflected the important elements of a competency-based educational program in several ways:

- Explicit learning outcomes which included performance criteria were identified for each competency that was the target of training.
- Time for both training and evaluation was used flexibly depending on the needs/wants of the Learning Facilitators or Cooperative Learning Team members, their rate of progress, and supporting or inhibiting factors such as weather conditions which occasionally prevented participants from traveling.
- A variety of instructional strategies (e.g., self-paced reading, independent problem-oriented activities between training sessions, small group cooperative learning and practice related to the skill, and independent practice with coaching) was used during training sessions with Learning Facilitators and sessions with Family Support Specialists.
- Assessment of performance occurred frequently, incorporating both self-assessment procedures as well as observation of performance by project staff (for Learning Facilitators) or a Learning Facilitator (for Family Support Specialists); assessment was individualized for participants as outlined in the Individual Training Plan or Goal Attainment Scale.
- Program components, training processes, and training materials were revised based on performance data and feedback from Learning Facilitators and Family Support Specialists.
- Certification of early intervention professionals involved in the project was linked to demonstration of targeted training competencies.

Adult Learning. Project CLASS utilized adult learning guidelines (see Table 1) described by Knowles (1980) throughout development, implementation, and evaluation of the model. These guidelines formed a framework for: (1) establishing the tone and context for training, (2) making decisions with Learning Facilitators and Family Support Specialists

Table 1

Adult Learning Guidelines

A. Climate

1. Arrange comfortable surroundings where an atmosphere of acceptance, respect, and support is established.
2. Establish a tone of shared inquiry.
3. Encourage experimentation and reduce anxiety related to risk taking.

B. Decision-Making

1. Involve adult in identifying his/her learning needs.
2. Develop a plan for the learning process in which the adult learner sets the course for learning (e.g. objectives, content, method, pace, and sequence of activities; evaluation of progress)
3. Relate learning sequence and content directly to adult's current tasks, concerns and interests.
4. Assist adult to gather information or evidence about the progress he/she is making.

C. Methods

1. Ascertain what the adult learner already knows.
2. Assist the adult learner to identify and deal with previously learned ideas and practices which may interfere with learning.
3. Tailor learning activities to the adult's preferred resources and learning style.
4. Vary the training/instructional approaches.
5. Emphasize developing competencies and solving practical problems.
6. Utilize learning activities that effectively tap the adult learner's experiences.
7. Offer numerous opportuhities for participation.

regarding the content and methods of training sessions, as well as the content and format of training materials, (3) developing an Individualized Training Plan or Goal Attainment Scale that took into account the Learning Facilitator's or Family Support Specialist's previous learning and experience as well as their current tasks, (4) utilizing self-assessment as an essential element of performance evaluation, (5) employing learning activities that provided multiple opportunities for participation and that tapped the Learning Facilitators' or Family Support Specialists' experiences, (7) utilizing a various training approaches that addressed different individual styles and preferences, and (8) linking learning content to practical application of skills and knowledge.

Ecological Approach to Inservice Training. The specific characteristics of an ecological approach to training as outlined by Winton, 1990, also were incorporated the Project CLASS model. The Cooperative Learning Team(s) within each agency included individuals who formed an "organizational family" or directly impacted one another in the work place (e.g., administrators, supervisors, early intervention professionals). Supervisors and more experienced professionals within each agency who were "opinion leaders" were involved in training and in implementing the training model both as Learning Facilitators and as Cooperative Learning Team members.

Project training, as well as the training materials, were based on participants' perceived needs and values. Training was individualized to address the unique needs/wants of organizations and individuals through identification of training priorities and development of inservice training plans. The Individualized Training Plan or Goal Attainment Scale that was developed with each Learning Facilitator or Family Support Specialist was a dynamic document which was implemented, monitored, evaluated, and revised in the same flexible way that IFSPs are with families. Consequently, Project CLASS training content and methods were responsive to current needs/wants and changing circumstances of participants.

Through interactive learning methods and problem-based learning activities Project CLASS training addressed both attitudes and skills related to early intervention. Values and skills were addressed through team building activities to explore common values or through interactive activities which highlighted how different values influence intervention.

Coaching following training sessions provided support and technical assistance to transfer newly acquired skills back to the work place. This coaching occurred at three levels during the project. First, the Learning Facilitators provided coaching (follow-up for support and technical assistance) to the Family Support Specialists who were members of the Cooperative Learning Team. Second, Learning Facilitators provided coaching, support, and technical assistance to each other as they implemented Cooperative Learning Teams and conducted training sessions. Third, throughout the project, Project CLASS staff provided follow-up coaching and technical assistance directly to the Learning Facilitators through continued small group training sessions, on-site visits, telephone conferencing, and computer networking.

Finally, Project CLASS both taught and modeled the perspectives and skills which Family Support Specialists subsequently utilized with families as they delivered family-centered early intervention services (e.g., individualized planning, training activities developed to meet individual needs, coaching, use of adult learning principles during interactions, collaboration with a team, interpersonal and small group communication skills, and problem-solving skills). Thus, as recommended by Winton, the early intervention professionals involved in the project first experienced the processes and practiced the skills with project staff and with each other and then utilized the processes and skills with families.

Family-Centered Service Delivery Practices. Family-centered service delivery practices (see Table 2) were infused at several levels within Project CLASS. At the most basic and direct level, these principles were incorporated into training sessions and materials as topics of training. At another level, the principles were modeled as they applied to the interaction between Project CLASS staff and Learning Facilitators and between Learning Facilitators and Family Support Specialists from the various agencies. For example, just as Family Support Specialists are asked to individualize services with families, Project CLASS staff individualized training content, processes, and materials to reflect the concerns, wants, or "needs" identified by project participants.

Table 2
Family-Centered Service Delivery Practices

1. Recognizing the family's role as the primary influence and essential support system for the child.
2. Understanding how the family operates as a system with interdependent members, combined resources and needs, and bi-directional influences thus, acknowledging the uniqueness of each family.
3. Respecting and supporting the family's critical role and responsibility as decision-makers.
4. Providing and arranging (or assisting the family to provide and arrange) a variety of supports and services that are responsive to families and tailored to match the family's unique wants/needs.
5. Developing partnerships with families to collaborate and cooperate in achieving what the family wants for their child and family.
6. Promoting a family's control over the resources that affect them, encouraging the family to develop their own solutions, and facilitating their acquisition of desired competencies and independence.
7. Emphasizing the capabilities and strengths of each family and characterizing them by their resources and competencies, not by their child's disability.
8. Providing functional supports and services in a normalized fashion.
9. Encouraging flexibility in the planning and implementation of supports and services.
10. Utilizing a team approach and collaborating with multiple agencies and service provides in order to effectively deliver and coordinate supports and services.

In addition to these conceptual (theoretical) foundations, Project CLASS incorporated three different instructional or training processes into the project model: 1) problem-based learning, 2) cooperative learning, and 3) peer coaching. While these approaches and techniques became components of the project and are described more fully in Section VI, the conceptual (theoretical) foundations for these components are summarized below.

Problem-Based Learning: Problem-based learning is an instructional approach in which the "problem" is encountered first in the learning process. It serves as a focus or stimulus for the acquisition of knowledge needed to understand the problem and how to resolve it, as well as for the application of problem-solving or reasoning skills (Barrows and Tamblyn, 1980). A "problem" in the context of problem-based learning (PBL) refers to an unsettled, puzzling, unsolved issue that needs to be resolved. Fundamentally, problem-based learning (PBL) is an approach where problems are employed as a focal point for learning knowledge about a specific discipline and also for learning the problem-solving skills and technical skills required by that particular discipline. PBL as an instructional strategy has several characteristics (Bridges, 1992):

1. The starting point for learning is a problem.
2. The problem is one that learners are apt to face as future early interventionists.
3. Training content (subject matter) is integrated and organized around problems rather than courses or disciplines.
4. Learners assume a major responsibility for their own learning.
5. Most learning occurs within the context of small groups rather than lectures or presentations.

Although not previously utilized in training early intervention professionals or special educators, problem-based learning is the foundation of training for many medical and allied health professionals. The rationale for its use includes (Albanese & Mitchell, 1993; Bridges, 1991; Walton & Matthews, 1989; Barrows & Tamblyn, 1980):

1. Problem-based learning (PBL) creates conditions in which information is acquired and integrated from many courses or disciplines and is integrated with the "thinking process" used in a functional context.

2. PBL creates conditions that stimulate existing knowledge (though presentation of the initial problem) and, thus, facilitate the association/"link-up" of new knowledge with previous content.

3. PBL promotes the acquisition and transfer of knowledge and skills to professional practice since the context for learning resembles the context in which knowledge and skills will subsequently be applied.

4. PBL promotes recall and remembering of knowledge and skills since it promotes elaboration of knowledge ("deeper" understanding, more sophisticated concepts) through application, discussion, teaching peers, and critique of learning and application.

5. PBL fosters the students' development of life-long learning skills since students assuming a major responsibility for promoting their own learning.

Cooperative Learning: Cooperative learning is the instructional use of small groups to maximize the learning of individuals and other group members (Johnson & Johnson, 1990). While employed extensively in the elementary and secondary education of children during the past two decades, since the late 1980's cooperative learning has been extended to the education of adults (Johnson, Johnson & Smith, 1991). Cooperative learning methods incorporate several basic elements (Johnson & Johnson, 1990; Johnson, Johnson & Smith, 1991) and basic methods (Johnson & Johnson, 1990; Kagen, 1990) to enhance learning (see Table 3).

Table 3

COOPERATIVE LEARNING METHODS

Cooperative Learning Elements

1. Interdependence
2. Face-to-face promotive interaction
3. Individual accountability
4. Collaborative social skills
5. Group processing

Strategies

1. Three Step Interview
2. Round Robin
3. Round Table
4. Think - Pair - Share
5. Jigsaw
6. Teammates Consults
7. Pairs
8. Partners

Facilitator's Role

1. Select a training topic
2. Specify the training and collaborative objectives
3. Plan how to address learning and collaborative objectives, create interdependence, and establish individual accountability
4. Set the learning task
5. Monitor and intervene
6. Evaluate outcomes and process
7. Provide closure

The benefits of cooperative learning described in the literature include (Johnson, Johnson, & Smith, 1991; Johnson & Johnson, 1990):

1. More achievement, more higher-level reasoning, more frequent generation of new ideas and solutions,
2. Greater transfer of what was learned,
3. Increased perceived social support and more positive interpersonal relationships among learners,
4. Greater perceived likelihood of success in the learning situation and increased motivation to learn, and
5. Increased cognitive and affective perspective taking.

Johnson, Johnson and Holubec (1990) contend that "cooperative learning is indicated whenever the learning goals are highly important, mastery and retention is important, the task is complex or conceptual, problem-solving is desired, divergent thinking or creativity is desired, quality of performance is expected, and higher level reasoning strategies and critical thinking are needed" (p. 31). Since the delivery of early intervention services has many of the characteristics described by Johnson, Johnson, and Holubec (e.g., is a complex process that requires problem-solving and creativity; requires critical thinking and reasoning; demands high quality performance of professionals), the Project CLASS model applied cooperative learning methods to the inservice training of early intervention competencies. The inservice training with Family Support Specialists completed through Project CLASS resulted in many of the benefits of cooperative learning that have been previously described in the literature (see Sections VIII and IX for additional details).

Peer Coaching. Joyce and Showers, 1983, contend that peer coaching should be done by teams of professionals who work together to study new approaches and to refine their existing skills. Of particular relevance for inservice training is the relationship between peer coaching and the transfer of learning. Showers, 1982, documented that few teachers, who have mastered a new teaching skill during training, will transfer that skill into their active repertoire. In addition, Showers, Joyce and Bennett (1987) after reviewing 200 studies on staff development, concluded that teachers were likely to use new strategies and concepts if they receive coaching (either expert or peer) while they are trying the new ideas in their classroom. Additional research conducted by Showers (1983, 1984) demonstrated the contribution of peer coaching to increased transfer of training and also demonstrated that practice alone did not ensure transfer. Besides providing more opportunities for practice, coaching facilitated increased levels of skill attainment, appropriate use of newly-learned strategies, and increased ability to teach concept information to students so that students could respond confidently and correctly in instructional situations. These authors suggest that peer coaching serves four critical functions:

1. Coaching provides an opportunity for problem-solving, reflecting on successes and failure, and checking perceptions; an opportunity for reassurance and sharing;

2. Coaching provides technical feedback regarding how the skill or technique is utilized (e.g., what might be done differently, how to arrange materials, whether parts of the strategy or skill were omitted);

3. Coaching encourages analysis of decision-making regarding when the skill was used, how it was employed, and why it was selected for use; and

4. Coaching promotes adaptation of the skill or strategy to fit a particular child or family.

Coaching has its roots in clinical supervision and approaches to staff development for regular educators. Across the past decade various models of coaching have been developed (Joyce & Showers, 1983; Mello, 1984; Garmston, 1987; Wolfe & Robbins, 1989; Smith & Acheson, 1991; Fenichel, 1992): technical coaching, expert coaching, peer coaching, peer consultation, collegial coaching, challenge coaching, reflective coaching, team coaching, cognitive coaching, and mentoring. The major differences between these various models include: 1) the primary objective or purpose(s), 2) who defines the focus for the coaching (learner, coach, administrator), 3) the coach's role, and 4) the degree of structure in the coaching process.

Regardless of the presumed unique features of various models or the particular definition of coaching adopted by proponents of a specific model, coaching generally has several common important characteristics. These characteristics exist across many different models: 1) coaching is most successful when it is voluntary, 2) to flourish coaching must be separated from supervision and/or performance evaluation, 3) coaching is an ongoing process, 4) coaching is based on collaborative (collegial) relationships, and 5) coaching requires an atmosphere of trust and experimentation in the beginning and across its implementation (Wolfe, 1994).

VI. DESCRIPTION OF THE TRAINING MODEL, ACTIVITIES, AND PARTICIPANTS

A. Description of the Training Model:

Project CLASS was a process model that employed a "train-the-trainer" approach to provide on-site inservice training of early intervention competencies for Family Support Specialists in seven regionally-based early intervention agencies across Montana. The project implemented a novel approach to inservice training within these agencies. The Project CLASS model included three primary components: 1) use of problem-based learning during training with the project's Learning Facilitators, 2) use of cooperative learning methods during training with the Learning Facilitators and, subsequently, with Family Support Specialists regarding early intervention competencies, and 3) use of peer coaching to facilitate transfer of the early intervention skills and knowledge acquired during initial training to interactions with families and other professionals.

Overall, the model was implemented in three phases as outlined in Section VI. The first phase (Year One) involved training the Learning Facilitators about the methods and practices that were required to implement the cooperative learning component. That is, one Learning Facilitator from each early intervention agency was taught how to plan, implement, and evaluate inservice training that used cooperative learning methods as the "training" or "instructional" method. During the second phase (Year Two) each Learning Facilitator began a Cooperative Learning Team in her agency and initiated training with Family Support Specialists (early intervention professionals) on the team regarding targeted early intervention competencies. During this second phase, project staff coached Learning Facilitators regarding the use of cooperative learning methods during inservice training. In addition, at the end of this phase Learning Facilitators began learning the skills and methods related to peer coaching so they could coach members of their Cooperative Learning Teams. During the third phase (Year Three) Learning Facilitators began second Cooperative Learning Teams in their agencies and implemented training regarding early intervention competencies. The Learning Facilitators also provided coaching for members of the Cooperative Learning Team and for other Learning Facilitators. In two agencies during this final phase each member of the first Cooperative Learning Team actually became a "Learning Facilitator" for an additional Learning Team and, as a result, each agency's original Learning Facilitator coached these individuals as they used cooperative learning methods to provide inservice training regarding early intervention competencies with their own teams.

Model Components: Project CLASS incorporated three model components: 1) problem-based learning, 2) cooperative learning, and 3) peer coaching. Each of these (problem-based learning, cooperative learning, and peer coaching) could be considered an innovation in itself. Each had a set of "building blocks" or major operational features that constituted the necessary elements of each component. The following description summarizes the main elements of each component.

1. Problem-Based Learning: The principle of problem-based learning is to put learners in a particular setting, give them a task, project or challenge (a "problem") as a context for learning, and arrange for the task or challenge to be similar to that which they will encounter in their professional future. A problem in problem-based learning is a set of circumstances in a particular setting which is new to the learner, where the use of pattern recognition alone is insufficient, but where specific knowledge and understanding, and skills have to be applied systematically to resolve the unsettled, puzzling, unsolved issue. Thus, learners, confronted with problems and prompted at least initially by training staff, acquire the information and skills they need to resolve the challenge, task, or project. Learning is active, learner-directed, and peer - and facilitator - monitored.

Problem-based learning was incorporated into Project CLASS during project staff training with Learning Facilitators. "Problems" formed the foundation for training sessions and incorporated a variety of instructional tasks, projects, and materials. Objectives for learning were planned by project staff and specific problems (projects, tasks, activities) were designed to accomplish particular training objectives. Problems were presented either at the middle or at the end of one session. After encountering the problem, the Learning Facilitators pinpointed individual learning needs and short-term learning objectives related to the topic. These formed the basis for implementing specific cooperative learning activities, for designing a series of more specific activities during the following training session, or for independent activities by the Learning Facilitators.

The Learning Facilitators functioned as a learning group within which the majority of the learning took place. Didactic presentation of training material by project staff was kept to a minimum. That is 10-20 minute "mini-lessons" provided by project staff were inserted into the group's interaction around a specific training topic and related training material. Generally, Learning Facilitators individually reviewed training materials or accessed specific training resources provided by project staff and then brought this information or skills to the other members of the group during the small group training sessions. The learning process in the group of Learning Facilitators was facilitated by Project CLASS staff. Initially the project staff structured or facilitated the learning directly. Later, as the Learning Facilitators became more self-directed, project staff functioned as consultants to provide resources for the group.

Outside the Learning Facilitators' training sessions, they frequently pursued independent learning to address self-identified learning issues. During this stage, Learning Facilitators contacted project staff individually to obtain desired written materials. Project staff searched various literature bases to locate the references or training materials desired by the Learning Facilitators or developed training materials for the Learning Facilitators. In addition, project staff provided long-distance coaching via telephone or a computer bulletin board system during this stage. The content that Learning Facilitators acquired through independent learning was then shared with other members of the Learning Facilitators' group during the following training session.

Several steps are incorporated in problem-based learning. Step 1 occurred when Learning Facilitators confronted an initial problem that was specifically designed to incorporate particular learning objectives. Step 2 occurred as Learning Facilitators reflected on their current knowledge and skills and identified what they already knew about a particular topic. At Step 3, Learning Facilitators during group discussion identified what they thought the primary problem/issues were and what additional information or skills they need. This process resulted in pinpointing concrete short-term learning objectives related to the problem at Step 4. The Learning Facilitators worked to obtain the information, knowledge, or skill during a period of independent learning either between training sessions or during specific portions of the training session. During the following session (Step 5), Learning Facilitators combined the information they had acquired or the skills they had practiced. Then, the entire group applied the new information, knowledge, and skill to the problem.

2. Cooperative Learning: The cooperative learning component of Project CLASS was implemented on two levels. First, project staff used the techniques with Learning Facilitators during every training session. Second, Learning Facilitators implemented the techniques during training regarding early intervention skills with Family Support Specialists in their respective organizations. The cooperative learning component had several elements: 1) establishing Cooperative Learning Teams, 2) identifying training wants and targeting training objectives, 3) planning cooperative training sessions, 4) obtaining or developing training materials and resources, 5) implementing cooperative training sessions, 6) evaluating training sessions, and 7) monitoring learner change. Following is a short summary of each of these elements. Additional detail can be found in the project product, Cooperative Learning: Promoting Early Intervention Competencies.

Establishing Cooperative Learning Teams within each organization involved recruiting learning team members, selecting learning team members, and forming the team. Recruiting learning team members required making administrative decisions about the desired size of the learning team and about who within the organization would be considered potential learning team members. In some organizations, any member of the staff was viewed as a potential learning team member while in other organizations a particular subgroup was identified (e.g., all the program coordinators, all the staff in a particular branch office, or all the staff who had been hired within the past two years). Once potential members were identified, the Learning Facilitators provided an introduction regarding Project CLASS, described the general purpose of the learning teams, reviewed potential training needs which might be addressed by participation on the learning team, discussed the process of cooperative learning, examined the benefits of learning cooperatively, and outlined the responsibilities of learning team membership.

In most organizations, selection of Cooperative Learning Team members was accomplished jointly between Learning Facilitators and members of the organization, following discussion with the agency's director. This selection process involved reviewing desired characteristics of learning team members, reviewing staff members' available time and other demands, and comparing prospective team members' desired outcomes with realized). The foundations are essential for the development of collegial relationships which are central to the coaching process.

Instituting a coaching program involved several procedures to initiate the program, procedures to implement the program, and procedures to institutionalize the program within the organization. To initiate a coaching program, administrators and staff first agreed on clarifying what goals could be accomplished through coaching and administrators work to set the tone for coaching within the organization. They communicated their vision of what coaching could offer the organization, cultivated the foundations that are necessary to support coaching, and demonstrated their support for coaching. In addition, as the coaching program was initiated, ground rules for how coaching would operate in the organization were generated and staff were introduced to the coaching process. Following this introduction, further training was provided for all interested staff members through the Cooperative Learning Team in order that individuals acquired the skills that were needed in successful coaching partnerships.

Implementing a coaching program involved selecting an individual within the organization who could guide the coaching program, as well as selecting a process to match coaching partners. During the project, the Learning Facilitator coordinated the implementation of the coaching process. Implementing the coaching program also involved encouraging coaching partners' regular interaction to execute the six steps in the coaching cycle. As coaching occurred, administrators and Learning Facilitators continued to use a variety of strategies to reduce participants apprehension regarding coaching and to provide support for coaching partners.

Maintaining or institutionalizing the coaching program occurs as additional staff are involved and needed resources are committed to sustain coaching partnerships. In addition, continued administrative support must be provided and periodic follow-up group meetings of all the coaching partners in the organization are arranged so that partners can problem-solve any difficulties they are experiencing with the coaching process.

The coaching cycle implemented through Project CLASS contained six steps. Each of the steps may occur individually or the steps may occur almost simultaneously within a single interaction or during only a few meetings. Some steps may require a longer or a shorter amount of time depending on the needs and interests of the coaching partners. However, ordinarily, the sequence of steps involved:

1) A professional becomes interested in coaching in order to "fine-tune" his or her professional practices.
2) The learning partner and the coaching partner plan the coaching cycle.
3) The learning partner provides information for the coaching partner concerning the professional practice which is the target of coaching through demonstration, discussion, or review of written products.
4) The learning partner and coaching partner analyze the information gathered during the previous step in order to identify patterns and relationships.

5) The coaching partner provides feedback for the learning partner regarding the targeted practice.

6) The coaching partner and the learning partner discuss the process of coaching and the effectiveness of the coaching cycle they have just completed. In addition, if necessary they plan for continued coaching opportunities.

Several basic characteristics and skills such as being flexible and open-minded, using effective communication skills, employing systematic problem-solving skills, and observing carefully contribute to successful coaching. Additionally, various specialized skills also are central to successful coaching. These include building trust, offering support, encouraging independence, and prompting reflection. Finally, coaching requires that coaching partners use specific strategies to promote the learner's self-direction and to complement the learner's style. A more comprehensive description of these skills and strategies is contained within the manual Coaching Partnerships: Refining Early Intervention Practices.

Implementation Requirements for the Project CLASS Model: Several resources were required in order to successfully implement the Project CLASS model within early intervention organizations. These included:

a) Time: Within each agency Learning Facilitators spent an average of 8 hours per month (range 5-15 hours) in training with their Cooperative Learning Teams. However, in order to accomplish this training, they spent an additional 26 hours on the average (range 12-30 hours) in preparation and planning for the training session. Cooperative Learning Teams comprised of 4-5 members, in turn, participated in an average of 8 hours per month of training (range 5-15 hours).

b) Logistics: Most Cooperative Learning Teams scheduled training sessions several weeks in advance to "reserve" time for training. Typically, the team members selected a site other than their primary work site for training in order to reduce other demands and distractions. These sites, including team member's homes, were selected because the space was (or could be arranged to be) comfortable and inviting, provided sufficient room for subgroups to work together without distracting others, permitted face-to-face interaction easily, and was available without cost. Often, team members reported that the social aspect of meeting together through the lunch hour, bringing lunch along, or bringing food for "pot luck" was valued by team members. Arranging the space for the training site, organizing required training materials and supplies, arranging refreshments, and arranging other logistical details frequently were shared responsibilities between Learning Facilitators and team members.

c) Training for Learning Facilitators: The training required for Learning Facilitators is detailed below. Generally, these individuals received approximately 60 hours of direct training plus individual coaching before they implemented cooperative learning methods regularly during training sessions with their Cooperative Learning Team. However, as Learning Facilitators acquired particular cooperative learning methods, they practiced specific techniques during routine events in their agencies. Thus, they implemented specific methods several weeks or months before actually designing and conducting entire cooperative training sessions with Cooperative Learning Team members.

d) Personnel requirements: Time for Learning Facilitators and Cooperative Learning Team members to implement or participate in training typically was provided by their organizations. At the outset of the project, agreements were reached with agency directors to reduce other job responsibilities for Learning Facilitators, in order that they would have sufficient time to implement the project model. However, in reality, most Learning Facilitators assumed responsibilities for implementing the model in addition to their regular administrative responsibilities. Partly this occurred because the nature of their administrative positions within the agency meant that their responsibilities were difficult for others in the agency to assume. In addition, once they began, Learning Facilitators were committed to the project and did what was necessary to ensure that training sessions were successful. Thus, often agency directors were unaware of the amount of time Learning Facilitators needed to plan and implement the model since they left the actual details regarding operation of the project within their agency to the Learning Facilitator. In two cases, Learning Facilitators received either extra compensation for their time or increased their FTE to cover the time required for their participation. The project provided funding to cover 10-15% FTE for Learning Facilitators and their travel to participate in training sessions.

Time for Cooperative Learning Team members to participate was also provided by the organizations. In most cases, the agencies reduced the other time demands for these staff by reducing their caseloads slightly or by eliminating other meetings or tasks within the agency for which team members previously had been responsible.

Further, the Learning Facilitators were selected by agency directors after discussion with project staff (since staff had previous experience with professionals in these agencies). The Learning Facilitators generally, as described below, were experienced professionals with responsibility for orientation, training, and supervision of Family Support Specialists. During the course of the project Learning Facilitators outlined the qualities and/or competencies they believed were important for a Learning Facilitator to possess. These included being: knowledgeable, an effective communicator, a systematic problem-solver, a careful observer, a reflective practitioner, organized, a thorough planner, flexible, supportive, and willing to take risks. Further, acquiring the skills necessary for implementing the project model was easier for Learning Facilitators who had previous experience with group leadership and facilitating small group discussions.

e) Organizational structures needed for implementation: In most agencies, the Learning Facilitator had a mid-management role within the agency and was ordinarily responsible for staff orientation, training, and supervision. Thus, while Learning Facilitators had other administrative responsibilities, refining their skills regarding training through participation in the project was viewed as a reasonable extension of their position.
Within the agencies, the agency director typically provided some form of verbal and tangible support for staff who participated in the project (e.g., needed materials and resources for

training, financial incentives in the form of paying for course credit, space for training sessions, and recognition). The organizational supports that Learning Facilitators identified as being most important to them included reduction in other job responsibilities to allow time for planning and implementing training sessions, additional compensation when other job responsibilities could not be reduced, needed training materials and resources, and recognition or appreciation of their efforts from agency directors and other staff.

B. Description of Training Activities:

The following description summarizes the training provided through Project CLASS.

Project Staff Training with Learning Facilitators: Between December, 1991, and September, 1994, Project staff conducted 19 training sessions with the Learning Facilitators from the Child and Family Services agencies, or approximately one training session every two months. The agendas for these training sessions are included in Appendix A. Training sessions typically involved 1 1/2 - 2 days of training, were scheduled during the middle of the week, and were conducted at a central site to which all of the Learning Facilitators traveled.

The topics covered during the training sessions broadly addressed adult learning principles, communication and conflict management, cooperative learning methods, peer coaching, facilitation of training, and promoting group development and discussion,. The specific sequence of training topics can be obtained through review of the training session agendas. Project staff identified general topics and sequences for training which were reviewed with Learning Facilitators. Consensus decision-making resulted in pinpointing the specific topics which were addressed during each training session.

Project staff planned each training session using cooperative learning methods. Specific training objectives and collaborative objectives were targeted, problem-based learning activities were designed, cooperative learning structures for organizing interaction were selected, and related training materials were located (from existing curricula where possible) or developed. In addition, teambuilding activities were obtained or created to accomplish particular outcomes, group rewards were acquired, and activities which incorporated the Learning Facilitators' practice of targeted cooperative learning or peer coaching skills were designed.

Each training session (1 1/2 - 2 days) followed a similar routine:

1. A teambuilding activity occurred to help Learning Facilitators "get oriented" to the training content for the session, to build trust and increase support or to enhance group problem-solving and synergy.
2. The group reviewed the agenda and made adaptations that were necessary to accommodate Learning Facilitators' specific concerns or issues.

3. Once the training session agenda was finalized, Learning Facilitators and project staff conducted "base group". (Details regarding base group are contained in Appendix B.) During "base group" time Learning Facilitators described what they had practiced and what training they had accomplished with cooperative learning teams, shared resources and information they had located, and obtained assistance from each other regarding specific cooperative learning methods, peer coaching methods, or facilitation of the Cooperative Learning Teams.
4. After base group was completed, the group reviewed logistical issues related to implementation of Project CLASS.
5. New information and skills were introduced next. Problem-based learning situations frequently were used to introduce specific topics or skills. Skills or techniques then were described and demonstrated. Related training materials were reviewed and the information, skills, or techniques were discussed. Generally, discussion was followed by initial practice of the skills.
6. The following day began with a review of questions and concerns related to the training content covered the previous day.
7. Then, Learning Facilitators practiced targeted skills or techniques and they, as well as project staff, provided coaching regarding performance of the skills.
8. The training session concluded with group processing. (Details regarding group processing is contained in Appendix C.)

Across the lifespan of the project, training sessions with the Learning Facilitators were structured so that Learning Facilitators assumed more responsibility for accomplishing parts of the agenda. That is, at the outset of the project, project staff assumed primary responsibility for facilitating all of the training session. However, as Learning Facilitators began to acquire knowledge and skills related to use of cooperative learning methods, they assumed responsibility for particular portions of the agenda. Thus, by the end of the first year of the project, during each session every Learning Facilitator implemented a particular section of the training session agenda. Responsibility for portions of the agenda were matched to the specific skills the Learning Facilitators were practicing. In addition, portions of the agenda which required use of specific methods were assigned to an individual having difficulty with a particular skill or method so that she could practice in a "safe" environment and could obtain coaching from other Learning Facilitators and project staff.

Between training sessions Learning Facilitators received coaching and technical assistance from project staff through telephone contact and use of a computer bulletin board established specifically for Project CLASS. In addition, Learning Facilitators received on-site coaching and technical assistance from project staff. Finally, Learning Facilitators were matched with another Learning Facilitator as a coaching partner and contact between coaching partners was encouraged several ways: 1) whenever they contacted project staff with questions or concerns, Learning Facilitators were prompted to also contact their coaching partner, 2) a review of contact with coaching partners was incorporated into Base Group time, and 3) tasks were assigned for coaching partners to accomplish together between training sessions.

Learning Facilitators' Training with Cooperative Learning Teams: Learning Facilitators received training with project staff related to use of cooperative learning methods between December, 1991, and September, 1992. During this time, as Learning Facilitators learned particular methods (e.g., specific cooperative learning elements or structures), they practiced these techniques during regularly occurring staff meetings or "in-house" training sessions within their agencies. Between September, 1992, and December, 1992, Learning Facilitators formed their Cooperative Learning Teams, provided initial orientation and "awareness" level training regarding Project CLASS and cooperative learning for team members, and introduced team members to some of the regular processes that would be incorporated into their training sessions (e.g., base group, processing, group roles). In addition, Learning Facilitators identified team members' priorities for training and developed Individualized Training Plans or Goal Attainment Scales with team members to target specific training objectives and monitor progress in accomplishing these objectives.

For each training session in their organization, Learning Facilitators developed a cooperative training plan to structure their planning regarding use of cooperative learning methods in accomplishing specific training objectives. An example of such a cooperative training plan is included in Appendix D. Use of the cooperative training plan aided Learning Facilitators in decision-making and prompted thorough planning prior to the actual training session. This, in turn, promoted successful implementation of specific cooperative learning techniques to accomplish targeted training objectives. As Learning Facilitators acquired more experience with cooperative learning methods, they were able to modify initial cooperative training plans in a dynamic fashion as they facilitated the actual training session. Each Learning Facilitator videotaped or audiotaped training sessions with their Cooperative Learning Team. Videotapes were reviewed by project staff in order to provide coaching and technical assistance to Learning Facilitators. In addition, information gleaned from review of the videotapes allowed project staff to plan subsequent training sessions to address particular skills with which Learning Facilitators were having difficulty or challenging situations Learning Facilitators experienced during their training sessions with Cooperative Learning Teams.

Between January, 1993, and September, 1994, Learning Facilitators in the six participating agencies conducted training with their Cooperative Learning Teams each month. Typically, teams met once a month for a day long training session, although some teams met more frequently for 1/2 day sessions. The number of training sessions conducted in each agency and the total hours of training are outlined on the following table, Table 4.

Finally, the training topics which Learning Facilitators addressed during training sessions with Cooperative Learning Teams varied widely depending on the composition of the learning team. Each team identified and prioritized their own learning "needs"/wants. Once broad topics were identified, the Learning Facilitator and Cooperative Learning Team members targeted specific training objectives (desired training outcomes). The most frequent training topics included:

1. Communication and conflict management skills
2. Gathering child and family information
3. Developing, implementing, and evaluating IFSP's
4. Planning transitions
5. Obtaining resources and supports and coordinating informal and formal supports

In addition, a variety of other, individualized topics were addressed during training with Cooperative Learning Teams. These include teambuilding, building trust, peer coaching, cooperative learning methods, group roles, procedural safeguards, Family Support Specialist certification, time management and organization, empowerment, behavioral styles and preferences, values-based intervention, Goal Attainment Scaling, sensorimotor skills, mastery motivation, stress and strategies to reduce stress, and brainstorming. Samples of Individualized Training Plans and Goal Attainment Scales reflecting targeted training objectives (desired training outcomes) for several of these topics are included in Appendix E.

Table 4

AGENCY	Training completed between _____ and _____	Number of Sessions	Average Number Present	Average Number of Hours Spent Per Training Session	Total Hours of Training Provided
DEAP	12/92 - 9/94	36	4	4	144
STEP	10/92 - 9/94	22	4	7	154
QLC	12/92 - 9/94	15	4	7	105
CDC	9/92 - 9/94	24	5	5.5	132
Hi-Line *	10/93 - 9/94	9	4	5	45
Family Outreach	10/92 - 9/94	31	4	4	124

* Data for one year only

C. Description of Participants:

Learning Facilitators: Five of the six Learning Facilitators were Program Directors or Program Coordinators within the Child and Family Service agencies. As such, their roles involved training and supervision of Family Support Specialists, orientation of new staff, mid-management (administrative) responsibilities within their agencies, and, often, the provision of direct services to a limited number families with young children who have disabilities. The sixth Learning Facilitator was a "senior" Family Support Specialist who was selected by the program's director following initial discussions with project staff. The Learning Facilitators were all female, between 40-49 years of age, and had an average of fifteen years experience in the delivery of home-based family education and support services. Typically they had been employed at their agency approximately twelve years. Two of the Learning Facilitators had master's degrees, three had bachelor's degrees, and one had nearly completed a bachelor's degree.

Cooperative Learning Team Members (Family Support Specialists): Since 1977 Montana's Developmental Disabilities Division of Social and Rehabilitative Services has contracted with seven Child and Family Service Provider (CFSP) agencies across the state to provide a combination of home-based services to families which are designed to: (1) support families with children between birth and age eighteen who have disabilities, (2) promote the development of children with disabilities or who are "at risk" for such disabilities, and (3) maintain these children in the least restrictive environment (e.g., natural home, foster home). Services are home-based and include: (1) Part H Early Intervention Services including the array of services outlined in IDEA; (2) Family Training and Support to assist parents and other family members acquire the knowledge and skills to care for and enhance their child's development, teach children new skills and behaviors, provide resources and supports, and coordinate services; (3) Respite Care to provide family members with temporary relief from caregiving responsibilities; (4) Specialized Family Care to purchase and coordinate an array of services for families whose children have severe/profound disabilities; and (5) Supplemental Training and Support to provide additional educational services for preschool children in conjunction with the public special education preschool in their district.

The professionals who employed in these agencies and deliver services to families in Montana are termed Family Support Specialists. Family Support Specialists in each agency participated on Project CLASS Cooperative Learning Teams. First Cooperative Learning Teams were formed between September, 1992, and December, 1992. The first Cooperative Learning Teams typically had four members per team, although one team had five members. The second Cooperative Learning Teams in the participating agencies each had five to six members. The Family Support Specialists involved on Cooperative Learning Teams were predominantly female (approximately 95%). Nearly 55% were 40-49 years of age and another 25% were between 30-39 years of age. These Family Support Specialists had worked for their Child and Family Service Provider agencies an average of 5 years (first teams) and 7 years (second teams). The majority of these professionals had bachelor's degrees, although 24% (first teams) to 35% (second teams) had completed master's degrees.

VII. METHODOLOGICAL OR LOGISTICAL PROBLEMS

Throughout the lifespan of the project several methodological and logistical problems were encountered. These included the degree of individualization encouraged within Cooperative Learning Teams, changes in program participants, the complexity of project components, and fluctuating organizational supports within participating organizations. Each of these is described more fully below.

Individualization

Modification of intended project processes occurred from the outset as the conceptual (theoretical) foundation of the project related to adult learning provided guiding principles for development of project components and the delivery of project training. The principles of involving adult learners in identifying their own learning wants; in setting their own course for learning related to objectives, pace, sequence of activities, and assessment of progress; and in relating learning content directly to the adult learners' current tasks, concerns, and interests prompted project staff to attempt to balance flexibility with the requirements of model development. Adaptation of project processes and components occurred in the following ways.

Originally, the project design called for development of a standard set of early intervention competency-based training modules addressed toward the early intervention competencies that were identified as the highest priority competencies across the project's first Cooperative Learning Teams. In addition, these training modules were intended to be linked directly to the training outcomes and objectives targeted on Family Support Specialists' Individualized Training Plans. Assessment of the Family Support Specialists' wants for early intervention competencies was completed and the resulting list of competencies was prioritized by Family Support Specialists across all participating organizations. However, once Cooperative Learning Teams actually were formed and Learning Facilitators were ready to initiate training, teams within organizations identified alternate training outcomes and objectives as priorities. During the second year of the project, teams continued to refine their desired training outcomes and objectives as they gained more experience with and information about topics they had originally targeted. This degree of flexibility was strongly endorsed by Learning Facilitators within each organization as being most responsive to the training "needs" of Family Support Specialists in their organization. After several months the pattern of teams individualizing desired training outcomes and objectives continued. Consequently, the original intents of designing a standard training curriculum and utilizing long-term Individualized Training Plans were modified. Instead, training materials from a variety of sources were utilized (see Sections VI and IX for more details). In addition, Learning Facilitators were trained in the use of goal attainment scaling and Goal Attainment Scales were developed with members of Cooperative Learning Teams. The Goal Attainment Scales allowed Family Support Specialists to pinpoint a range of desired performance levels for each targeted outcome and provided sufficient flexibility for participants to develop new Goal Attainment Scales for each additional training topic which evolved as a training priority for a specific team.

Changes in Project Participants

Changes in project participants occurred both within the group of Learning Facilitators and also within organizations' Cooperative Learning Teams. Two of the six original Learning Facilitators were replaced, one due to revision of an organization's management structure and one due to unanticipated retirement. Consequently, an alternate Learning Facilitator was selected in each organization. These personnel shifts were addressed using multiple strategies. First, intensive training regarding the project components was completed across several days with each new Learning Facilitator. Second, each new Learning Facilitator was paired with a more experienced Learning Facilitator in order that she might obtain consistent coaching as she began to implement the project model within her organization. Third, project staff provided regular long-distance technical assistance in planning and implementing initial training sessions with Cooperative Learning Teams. In the beginning for the new Learning Facilitators, this technical assistance was extensive enough that it resembled "joint planning" for training sessions.

Turnover in Family Support Specialists on Cooperative Learning Teams was minimal within teams (e.g., less than 10% of participants on initial Cooperative Learning Teams) and generally was caused by the Family Support Specialist leaving the agency due to a geographical move. However, in one organization, the entire first Cooperative Learning Team was disbanded due to conflict within the group. This conflict originated in part, from inaccurate assumptions regarding membership in the Cooperative Learning Team and participation in the project (i.e., that such membership was necessary in order to obtain certification within Montana as a Family Support Specialist). In the end, the Learning Facilitator addressed the conflict and issues of team members directly and, subsequently, members on this team elected to stop meeting as a group. As a result, an alternate Cooperative Learning Team was formed within this organization.

Complexity of Project Components

Hall and Hord (1987) contend that often an innovation is actually an "innovation bundle" - a set of two or more innovations which are interrelated and being implemented at the same time. Project CLASS personnel recognized that each component of the project was actually an innovation in itself (e.g., the use of cooperative learning methods and the use of peer coaching are separate but interrelated innovations) and these innovations were targeted to be "phased in" at different times in accordance with recommendations in the "change literature". However, project staff underestimated the time that would be required to fully implement each component. During Year Three as Learning Facilitators were implementing second Cooperative Learning Teams in their agencies, they did not have the manpower resources to implement the coaching component as comprehensively within their organizations as was originally planned. This occurred because first, Learning Facilitators were committed to institutionalization of the cooperative learning component (a process which in itself likely would require at least 3 years) and identified this as their first priority. In addition, as Learning Facilitators moved from the "mechanical use" to "routine use" levels for the cooperative learning component they articulated concerns that training Cooperative

Learning Team members regarding coaching, as well as training regarding teams' desired early intervention training outcomes; and implementing the coaching component with teams in their agencies required more training sessions and time than they had available. Finally, many members of the original Cooperative Learning Teams elected to either continue to meet as learning teams or to initiate their own learning teams. This situation required Learning Facilitators to continue to facilitate training sessions with these initial teams or to provide coaching to initial team members who became "Learning Facilitators" for their own teams. At the same time, Learning Facilitators were implementing training sessions with second Cooperative Learning Teams in their agencies. Thus, Learning Facilitators invested a significant amount of time training with multiple teams and had little time remaining to train team members about coaching. In order to address these issues, CLASS personnel revised the scope of the coaching component so that the Learning Facilitators provided coaching for each other, coaching for Cooperative Learning Team members regarding early intervention skills, or coaching with initial team members who began to function as "Learning Facilitators". That is rather than training Family Support Specialists within organizations to provide coaching, the Learning Facilitators primarily functioned as coaches. However, in two organizations, Learning Facilitators provided training to a limited number of Family Support Specialists regarding coaching. Because participating organizations were committed to more widespread implementation of the project's coaching component, they contracted with project staff to continue to provide training and technical assistance regarding coaching after Project CLASS ended.

Fluctuating Organizational Support

Organizational support varied across the participating Child and Family Service agencies. Agency directors consistently verbalized their commitment to implementing the project. Additionally, they consistently verbally supported Learning Facilitators' participation in training sessions and their implementation of Cooperative Learning Teams within the agencies. However, other instrumental support was not provided so regularly. Some agencies, but not all, reduced participating Cooperative Learning Team members' responsibilities within the organization to make time for training. Unfortunately, few agencies similarly reduced Learning Facilitators' responsibilities in order that they had more time available to plan and implement training. This perhaps would be the most significant barrier to institutionalizing the model within these agencies. While Learning Facilitators routinely used personal time to plan training sessions, they all reported that they were willing to do so because they believed in the importance and value of the project -- but that they were frustrated at having to devote so much personal time without some type of compensation. Moreover, while agency directors generally endorsed purchasing necessary training materials and supplies or providing incentives for participants (e.g., paying for course credit), they typically instructed Learning Facilitators to take these expenses out of their current budgets without specific guidance about how this might be managed. Learning Facilitators reported that they felt that they were expected to maintain previous activities for their component of the agency and institute the project model with the same amount of money. Consequently, many reported using personal money to purchase supplies and rewards, Learning Facilitators clearly articulated that the organizational supports they wished they had received, but did not, included: 1)reducing other responsibilities to make time for planning and implementing training sessions, 2) compensation for their extra time if reduction in job duties was not possible, and 3) increased funding for their component of the organization to cover the costs association with training.

VIII. EVALUATION FINDINGS

Evaluation data regarding the impacts of Project CLASS was gathered using multiple methods: 1) questionnaires distributed to all project participants, 2) observation of Learning Facilitators' use of cooperative learning methods, 3) review of written products and Goal Attainment Scales or Individual Training Plans, and 4) structured interviews conducted with agency directors. These results are described below.

A. Early Intervention Competencies of Family Support Specialists

Data collected from Goal Attainment Scales completed by Cooperative Learning Teams indicates that Family Support Specialists accomplished 96% of the targeted training objectives. Furthermore, for these completed objectives, Family Support Specialists actually attained skills and knowledge beyond the expected level for 58% of the objectives (i.e., 42% attained at the "expected" level and 58% attained at the "more than expected" or "best expected" level).

In addition, data regarding early intervention skills, collected through consumer evaluation questionnaires that were completed by Family Support Specialists, Learning Facilitators, and directors of participating agencies reflects that Family Support Specialists acquired new knowledge and skills related to a variety of early intervention competencies: communication skills, conflict management skills, developing IFSPs, completing multi-dimensional assessments, family information gathering, transition planning, and obtaining resources and supports. Further, results indicate that Family Support Specialists also acquired or refined skills related to problem-solving, considering issues from multiple perspectives or other points of view, and collaboration on a team. One hundred percent of the agency directors interviewed during evaluation of the project reported that they had observed Project CLASS participants demonstrating new or refined knowledge or skills related to early intervention and eighty percent described these changes as very useful in staff interactions with other team members, families, and other professionals. Detailed tables of this data are contained within Appendix F.

B. Cooperative Learning and Coaching Skills of Learning Facilitators

Data collected from the Learning Facilitators via consumer evaluation questionnaires reflects that all of the Learning Facilitators report that they acquired new skills related to use of cooperative learning methods and peer coaching methods, as well as new skills related to collaboration with a team. This data is summarized in Appendix G. In addition, review of written products submitted by the Learning Facilitators indicates that five of the six Learning Facilitators acquired skills related to planning and evaluating cooperative training sessions according to the procedures they were taught. The sixth Learning Facilitator consistently had difficulty in systematically planning training but implemented training sessions using cooperative learning methods. Finally, data collected using observational research methods from videotapes of the Learning Facilitators is being analyzed and described as part of a master's thesis. However, preliminary inspection of this graphed data indicates that Learning

Facilitators employed a variety of cooperative learning methods to incorporate the cooperative learning elements during training, to structure interaction during learning and collaborative tasks, to facilitate the Cooperative Learning Teams' completion of learning and collaborative tasks, and to accomplish team processing. A copy of this data is contained in Appendix H.

C. Establishment of a Self-sustaining Mechanism for Personnel Development Within Participating Organizations

Multiple Cooperative Learning Teams were established in four of the six participating early intervention agencies by the end of the third year of Project CLASS. One additional agency initiated a second Cooperative Learning Team in the organization during the six months following the end of the project. Currently Learning Facilitators in these organizations report that they continue to structure training for Cooperative Learning Teams and, in addition, incorporate cooperative learning and coaching methods in a variety of other training events in the organizations. Furthermore, each of these organizations has committed resources to maintenance of project components within the organizations. Organizations have contracted with project staff to provide continued training and technical assistance regarding project components and continue to underwrite costs for Learning Facilitators to maintain Cooperative Learning Teams in the organizations and for Learning Facilitators to participate in continued training or technical assistance. Organizations also continue to endorse participation of agency Family Support Specialists on Cooperative Learning Teams.

IX. PROJECT IMPACT

Objectives

Objective 1: Training modules related to early intervention competencies.

As described in Sections VII and IX the Learning Facilitators and Family Support Specialists in the Child and Family Service Provider agencies identified training priorities that were individualized by agency. Thus, a single early intervention training curriculum which was employed for all Family Support Specialists who participated in the project was not developed. Instead, training materials addressing early intervention competencies that Learning Facilitators identified within agencies were provided in several ways. First, information pertaining to early intervention curricula that were currently available through other sources was disseminated to each agency via the Learning Facilitators (e.g., reviews of curricula distributed by the Western Region Faculty Institute for Training). In addition, curricula materials related to early intervention competencies developed through the Rural Early Intervention Training Project at the Rural Institute were distributed via the REIT Project to the Child and Family Service Provider agencies participating in Project CLASS. Third, project staff developed training materials related to specific early intervention competencies that were prioritized by Learning Facilitators and Family Support Specialists and were unavailable through other sources. That is, Learning Facilitators requested specific training materials that could be employed with cooperative learning techniques to support training of targeted training objectives and collaborative objectives. These materials were then used in conjunction with a cooperative lesson plan that was designed to accomplish the targeted training and collaborative objectives related to a specific topic for a particular Cooperative Learning Team. An example of these training materials and related cooperative lesson plan is included in Appendix I.

Objective 2: Training modules related to cooperative learning and peer coaching.

The training materials developed for Learning Facilitators related to cooperative learning and peer coaching are contained in two manuals entitled Peer Coaching: Refining Early Intervention Practices and Cooperative Learning: Promoting Early Intervention Competencies. Copies of these manuals are included separately.

Objective 3: Individualized Training Plans.

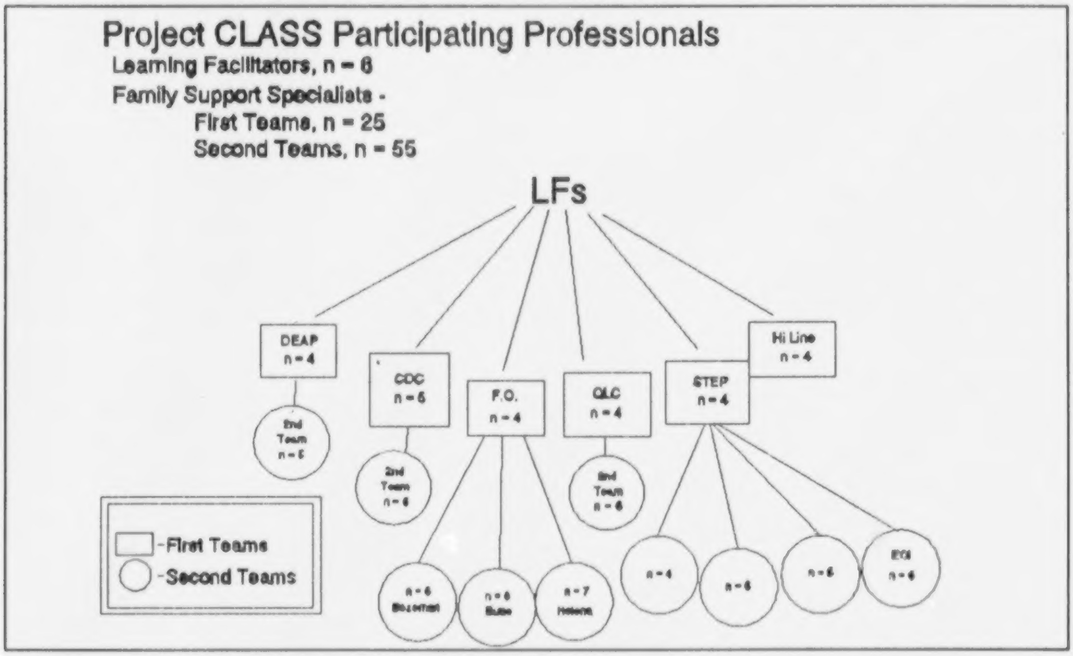
Individualized Training Plans were developed at the outset of the project with Learning Facilitators and with Family Support Specialists who were involved on the initial Cooperative Learning Teams. However, during the project's second year, project staff initiated the use of goal attainment scaling with the Learning Facilitators, who in turn began to use this procedure with Family Support Specialists on their teams. Samples of these Individualized Training Plans and Goal Attainment Scales are contained in Appendix E.

Objective 4: Conduct training with the Learning Facilitators.

As described in Section VI, project staff completed a variety of training activities with the Learning Facilitators. These activities included 19 training sessions, long-distance technical assistance, and provision of written materials. Data regarding the Learning Facilitators' acquisition of specific competencies is included in Section VIII.

Objective 5: Establish a Cooperative Learning Team in each agency.

The Learning Facilitator in each targeted Child and Family Service Provider agency established an initial Cooperative Learning Team in the agency during the Fall of 1992, the end of the project's first year and the beginning of the second year. Twenty-five Family Support Specialists were involved with initial teams. The Cooperative Learning Teams in five of the six participating agencies met regularly throughout the second year of the project (see Section VI for a summary of their training activities). However, the Learning Facilitator in one agency, who had been implementing the project model inconsistently, was replaced at the end of the project's second year due to re-organization within the agency. In this agency, the new Learning Facilitator constituted a new Cooperative Learning Team during the last three months of the project's second year. The Learning Facilitators in the other five agencies subsequently formed second Cooperative Learning Teams within all of the agencies at the beginning of the project's third year. During the third year of the project, 55 additional Family Support Specialists were involved on the agencies second Cooperative Learning Teams. Thus, across the project, 80 Family Support Specialists (or two thirds of Montana's Family Support Specialists) were involved in the project. Figure 1 illustrates the establishment of Cooperative Learning Teams in the participating agencies.


Project CLASS Participating Professionals
Learning Facilitators, n = 6
Family Support Specialists -
First Teams, n = 25
Second Teams, n = 55
LFs
DEAP n = 4
2nd Team n = 5
CDC n = 5
2nd Team n = 6
F.O. n = 4
n = 6 Bozeman
n = 6 Butte
n = 7 Helena
QLC n = 4
2nd Team n = 6
STEP n = 4
n = 4
n = 6
n = 6
ECI n = 6
Hi Line n = 4
▭ -First Teams
○ -Second Teams

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Objective 6: Conduct training with Family Support Specialists.

The training conducted by Learning Facilitators with Family Support Specialists is summarized in Table 4. Evaluation of this training by participating Family Support Specialists is described in Section VIII and data is contained in Appendix F.

Objective 7: Conduct training with peer coaches.

Project staff conducted training regarding peer coaching with Learning Facilitators between March, 1993, and September, 1994. Learning Facilitators provided coaching regarding early intervention competencies with specific Cooperative Learning Team members during the third year of the project. However, within most agencies, Learning Facilitators did not train Cooperative Learning Team members to become peer coaches for other Family Support Specialists (see Section VII for discussion). Two agencies, however, implemented training regarding peer coaching for Cooperative Learning Team members on the agency's first team. These team members subsequently became "Learning Facilitators" for the agency's second Cooperative Learning Teams and used coaching skills with these second teams. Furthermore, the Child and Family Service Provider agencies developed an independent contract with project staff to provide additional training and technical assistance regarding implementation of the peer coaching component in these agencies. Training and technical assistance activities are anticipated to continue through June, 1996.

Objective 8: Link Project CLASS to Montana's CSPD and certification.

Project CLASS Principal Investigator, Dr. Sue Forest, and Project Director, Kathleen Gallacher, in conjunction with Ted Maloney, Associate Director, Exemplary Services, at the Rural Institute on Disabilities developed the model for Montana's certification process for Family Support Specialists. See Appendix J for a description of the model. This model was implemented by the state in the Fall of 1993. To date approximately 93 of 124 Family Support Specialists have been certified using these procedures. In addition, Dr. Forest, Ms. Gallacher, and Mr. Maloney have all participated as members of the state's Certification Panel. Currently, they are participating in the revision of the certification process and procedures.

Objective 9: Develop credit for Project CLASS that applies to certification or degree.

As described in Appendix J, Montana's certification process is a competency-based process involving documentation of competencies through a variety of methods (e.g., the use of portfolios, letters of recommendation from supervisors and families, observation, interview). Consequently, although a procedure for receiving credit for Project CLASS training was developed by project staff and credit was offered through The University of Montana, course credit ultimately was not specifically required by the state's certification procedures. Although 27 Family Support Specialists elected to receive college credit for their training through Project CLASS, the majority of Family Support Specialists involved in the project did not choose to obtain credit for their CLASS training.

Instead, Family Support Specialists who participated in Project CLASS provided descriptions in their certification portfolios of the training they had received through Project CLASS related to specific competencies. Those Family Support Specialists who participated in Project CLASS incorporated descriptions of their Project CLASS training, Goal Attainment Scales, and/or letters from supervisors referencing Project CLASS training in their portfolios. In addition, they described their Project CLASS training during their interview with Certification Panel members.

Objective 10: Disseminate information regarding Project CLASS components and products.

A brochure was developed regarding Project CLASS and distributed to early intervention personnel and early childhood special educators during poster presentations and presentations at DEC, Montana's CEC conference, Montana's Conference on Developmental Disabilities, Montana's Early Intervention Summer Institute, and the Rural Institute's national rural Common Threads conference. In addition, products related to the Project CLASS components, Coaching Partnerships: Refining Early Intervention Practices and Cooperative Learning: Promoting Early Intervention Competencies, were disseminated to Part H Coordinators across the country, to DEC's Personnel Preparation Task Force, to the Child and Family Service Provider agencies in Montana, and to Montana's Family Support Services Advisory Council. Finally, a chapter, entitled "Supervision, Mentoring, and Coaching in Early Intervention" incorporating descriptions of the Project CLASS model is currently being drafted for the text Handbook of Personnel Preparation for Early Intervention, edited by Pam Winton and Jeanette McCollum.

Objective 11: (Establish and utilize a Board of Advisors), Objective 12: (Manage project implementation), and Objective 13: (Evaluate the process and impact of the project) are objectives that relate to monitoring the operations and impacts of the project. Project activities related to these objectives were implemented and completed as planned.

Other Impacts and Indicators of the Project's Effect

Learning Facilitators (LF), Agency Directors (AD), and Family Support Specialists (FSS) reported a variety of additional impacts related to their participation in Project CLASS. First, elements of Project CLASS components have been incorporated into several other agency activities in addition to inservice training sessions. All three audiences described changes in:

1) 100% of the LF, 100% of the AD, 68-86% of the FSS reported changes in staff meetings in the agency;
2) 50% of the LF, 100% of the AD, 62-71% of the FSS reported changes agency task forces or work groups;
3) 67% of the LF, 80% of the AD, 44-71% of the FSS reported changes agency methods for planning;

4) 83% of the LF, 83% of the AD, 50-71% of the FSS reported changes presentations by staff; and
5) 67% of the LF; 83% of the AD, 29-57% of the FSS reported changes staff participation in decision-making in the organization.

For example, one Learning Facilitator reported "it is happening a lot...they're initiating it. Our PEPP group when they go other places like Child Study Team meetings they make sure to have rules and roles during the meeting". Another Learning Facilitator indicated that "one Cooperative Learning Team member said she always uses round robin during IFSP planning. She said it is really interesting because what it does is shift the focus and what happens is that more people on the team take a facilitator role during the meeting and other professionals on the team are more comfortable with the family taking a broader role in the meeting".

Second, Learning Facilitators, Agency Directors, and Family Support Specialists described that participation in Project CLASS supported positive change in relationships with other learning team members, Learning Facilitators, families, co-workers, and professional colleagues outside the agencies. Third, project participants described that participation in CLASS influenced positive change in the agency's climate. Fourth, participants described that they received a great deal of support and encouragement from other members of their learning teams. Qualitative comments provided by participants convey that an important effect of participation in the project was enhanced perceptions of support. Some of the comments that were written regarding participants' involvement with Project CLASS are included below.

PARTICIPANTS' COMMENTS ABOUT CLASS

- "My Project CLASS experience has been a very positive one and I owe a lot to __ for that. It is an experience that I will treasure always not only for the knowledge and skills, learned, but for the friendships that have taken place. CLASS has changed me so much and it is reflected in my personal as well as professional life. I am so thankful for being given this opportunity to participate. I wish it was not ending. The support received is unmeasurable."
- "Our project CLASS group has become a strong support group for each of us. We look forward to it and have benefitted from these opportunities to network."
- "My experience at ___ was amazing. Not only did I learn an incredible amount, but I gained a wonderful support network. I felt excited and energized about my job."
- "I enjoyed our group immensely. Our facilitator was a skilled teacher and supportive colleague. I hope to participate in another group soon. This has been my favorite part of my job. I think it is wonderful and the facilitator does a superlative job! And, the information is most valuable."
- "I had the good fortune of "testing out" some peer coaching with a facilitator for the last few months. Even though neither of us knew clearly what we were doing, our sharing and our efforts were very supportive and helpful to me. I would love to go further with peer coaching. I feel a sense of loss and grief about this phase of

Project CLASS coming to an end. Thank you for all your hard work and for the sense of vision which inspired this work!"

- "Cooperative learning is the way to got for me! However, its success depends on the other members' willingness to participate. I would highly recommend it for those with the desire."
- "I believe that the collaborative learning-communication-conflict management-base group established an excellent foundation and reference point for any future/additional information the class may pursue."
- "Our group has been very beneficial both personally and professionally."
- "Gained much, MUCH from class sessions. Didn't understand value of spending personal time - the increased impact it would have - until the end. Would have like to continue and spend more time on topics."
- "The facilitator did a fine job focusing on what skills we were practicing and then giving lots of practice opportunities."
- "The CLASS project went very well, our facilitator did an excellent job of teaching the class with peer interaction and feedback."
- "...It is an experience that I will treasure always not only for the knowledge and skills learned but for the friendships that have taken place."
- "I loved Project CLASS! At this time I have no suggestions for improvement."

Finally, some difference existed between the evaluations by first and second generation teams. These differences are discussed later in this section under "Implications of Findings". However, generally, Project CLASS participants reported that Project CLASS met their needs and matched their values about learning and training. Further, participants described that they were satisfied with the training and that they would choose to participate in training that utilized Project CLASS training methods in the future. Please see the data contained in Appendix F.

Implications of Findings

Project CLASS was successful in enhancing the early intervention competencies of rural professionals employed by the Child and Family Services agencies who deliver services to families and young children with disabilities. Supervisors and experienced early interventionists, the Learning Facilitators in each agency, acquired the skills needed to establish Cooperative Learning Teams in each agency and to implement training sessions using cooperative learning methods. The Learning Facilitators also acquired the skills necessary to provide coaching for each other and for Family Support Specialists in their agency. Finally, as a result of Project CLASS each early intervention agency developed and implemented a mechanism, based on the Project CLASS components, to sustain systematic inservice training within their organization.

Several additional observations regarding implications of the findings from the project may be valuable for others interested in implementing Project CLASS components. First, the project was designed to be generative in nature. Processes and procedures were designed to incorporate adult learning principles outlined in the literature. Consequently, Learning Facilitators in participating agencies were encouraged to take basic elements of the model's components and refine or elaborate them to achieve a "best fit" with their organization. Further, in accordance with adult learning principles, members of Cooperative Learning Teams were encourage to participate actively in modifying processes and procedures to make the training sessions effective for them. Thus, for example, teams within agencies identified their own, individual training priorities and refined their targeted training objectives as necessary to reflect their evolving interest in a particular topic. Ultimately, the use of Goal Attainment Scaling (GAS) allowed this individualization to occur while at the same time providing a mechanism to monitor the participants' acquisition of competencies. However, prior to the adoption of GAS, more conventional individual training plans were not particularly useful in monitoring learner change while allowing participants to develop training outcomes and objectives that reflected their evolving interest in particular topics.

Second, the organizational foundations (e.g., climate of collegiality, an atmosphere of trust, involvement of the adult learner in decision-making) needed to implement the project components successfully were not always present in the participating agencies. For example, in one agency staff members were required to participate on a learning team and, by their report, had little choice in the topics addressed by their learning teams. Consequently, during evaluation of the project, they described a great deal of anger and resentment about how the administration had introduced Project CLASS and the time that they were required to participate. Consistently, they indicated that the project model could be improved by allowing voluntary participation of professionals. Voluntary participation, in fact, was a fundamental element of the model's cooperative learning component; however, in this particular agency, the administration had not implemented the model this way. Further, the differences in consumer evaluation between first Cooperative Learning Teams and second Cooperative Learning Teams, was due primarily to the negative responses from this particular agency where participation on second learning teams was required for all staff. Conversely, in an agency where the project was viewed positively by both first and second learning team members, one member indicated that the success of their group was based both on the desire and the voluntary commitment of team members to the process, as well as to common goals of team members.

Third, the time involved in participating on a learning team was often a worry for team members. They described that participation took time away from families or their other job responsibilities. In most agencies, team members articulated that the benefit they received was worth the extra time that participation on a learning team often required. However, when team members had not chosen to participate - but participation was required - the additional time demands were viewed as a significant barrier. Furthermore, the "time factor" was a significant influence in other ways also. Since the infusion of innovations typically require up to 3-5 years before an innovation is institutionalized in an organization, the organizations who implemented Project CLASS components had to be willing to make a "long-term" commitment of time and resources in order to realize the greatest benefits from the model. Although organizations participating in Project CLASS indicated that they had received multiple benefits from project participation, this long-term commitment of time and resources may be viewed as unreasonably intensive if agencies and staff are most familiar with the model of "one time" training workshops or conferences. However, only by gathering additional data across time could one examine how the impacts of a training model such as CLASS are different than those from "one time" training workshops or conferences.

Fourth, components or procedures from the Project CLASS model appeared to generalize to a variety of situations within these early intervention agencies. However, the difference in consumer feedback between first and second generation teams may suggest some difficulties in "new users" of the model (the project's Learning Facilitators in each agency) training other learners regarding the model processes and procedures. In two organizations, where second generation teams were less satisfied than first generation teams, the members of the first teams each established their own learning team (the second teams) and acted as the team's "Learning Facilitator". These "Learning Facilitators" actually received their training about the model components not from project staff but from the project Learning Facilitators. It may be that the project Learning Facilitators, until they reached a "routine use" level regarding cooperative learning and peer coaching, were not ready to train other learners about cooperative learning and coaching. Perhaps they were ready to use these methods in training early intervention content with which they had more experience and previous training. When attempting to both learn cooperative learning and peer coaching themselves, while at the same time teaching their team members about cooperative learning and coaching, they may not have had as thorough a knowledge and skill base as was necessary to teach others to implement these methods during inservice training. On the other hand, in these two organizations, another significant difference between the project's training with project Learning Facilitators and their training with the second team Learning Facilitators was the degree of direct observation, coaching, and practice regarding cooperative learning and peer coaching techniques. As project staff trained the agency Learning Facilitators, direct observation, guided practice, and follow-up regarding the use of specific techniques was incorporated into the training. However, when these agency Learning Facilitators turned around to train their second team "Learning Facilitators" they often did not have the opportunity to observe these individuals conduct training with their learning teams, did not request these individuals to videotape sessions, and did not have an opportunity to consistently review lesson plans or evaluations of training sessions. Thus, it is possible that they had more difficult monitoring how the training in these second teams was progressing and how these second team "Learning Facilitators" were actually implementing the cooperative learning or coaching methods.

Dissemination of the Final Report

Three copies of the final report have been sent to:

Ms. Mary Vest
Office of Special Education Programs
U.S. Department of Education
400 Maryland Avenue SW
Switzer Building Room 3516
Washington, DC 20202-2626

One copy of the final report has been sent to:

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Each of the following have been sent one copy of the title page and abstract summary:

NEC*TAS
National Clearinghouse for Professions in Special Education
National Information Center for Children and Youth with Disabilities (NICHCY)
Technical Assistance for Parent Programs Project (TAPP)
National Diffusion Network
Child and Adolescent Service System Program (CASSP)
Northeast Regional Resource Center
MidSouth Regional Resource Center
South Atlantic Regional Resource Center
Great Lakes Area Regional Resource Center
Mountain Plains Regional Resource Center
Western Regional Resource Center
Federal Regional Resource Center

APPENDIX A

TRAINING AGENDAS

PROJECT CLASS

AGENDA

September 13 -14, 1994

THE LAST HURRAH!!

September 13th:

8:30 - 10:00	Review Program Evaluation Data with Pam
10:30 - 11:00	Teambuilding
11:00 - 12:00	Base Group a) Homework: Practicing Reflection b) Homework: Practicing Coaching c) Activities with CLT's d) Resources to Share e) Requests for Assistance/Problem-Solving
12:00 - 1:00	Lunch
1:00 - 2:00	Base Group Con't.
2:00 - 3:00	Maintaining Coaching in Agencies
3:00 - 4:00	Planning Training Re: Coaching
4:00 - 5:00	Review of the Coaching Sequence

[Complete the Learning Facilitator Questionnaire overnight and leave it at the front desk]
{Sue and Mary please check with Pam re: program evaluation data}

8:30 - 9:30	Review: Where Have We Come
9:30 - 10:30	CL Rating Scale and Interview Revisited
10:30 - 12:00	Coaching Practice ????
12:30 - 12:30	Processing and Leave-taking - Concerns? Worries?

AGENDA
PROJECT CLASS
June 27-28, 1994

June 27th:

9:30 - 10:00	Teambuilding
10:00 - 12:00	Base Group (including a review of coaching practice)
12:00 - 1:00	Lunch
1:00 - 2:30	Program Evaluation
2:30 - 4:30	Review of Coaching Materials

June 28th:

8:30 - 9:30	Identify Questions re: Coaching
9:30 - 1:00	Practice Coaching
1:00 - 1:30	Logistics and Processing
1:30	Lunch

AGENDA
PROJECT CLASS
May 10-11, 1994

Tuesday - May 10th:

9:30 - 10:00	Warm-up
10:00 - 12:00	Base Group
12:00 - 1:00	Lunch
1:00 - 2:00	Program Evaluation: Data Collection
2:00 - 3:00	Desired Outcome: What About Coaching??
3:00 - 3:15	Break
3:15 - 3:45	Barriers to Coaching
3:45 - 4:30	Alternative Strategies for Coaching Implementation

Wednesday - May 11th:

8:30 - 10:15	Coaching Practice
10:15 - 10:30	Break
10:30 - 12:30	Matching Styles - Application of Myers-Briggs
12:30 - 1:30	Lunch
1:30 - 2:30	Processing & Scheduling

Montana University Affiliated RURAL INSTITUTE ON DISABILITIES
52 Corbin Hall, The University of Montana, Missoula, MT 59812

Project CLASS

AGENDA

February 15-16, 1994

Tuesday, Feb. 15th:

10:00-10:10	"Warm-Up"
10:10-12:00	Base Group
12:00-1:00	Lunch
1:00-2:00	Review Refined Materials
2:00-3:00	Connections to Other Practices and/or Methodologies
3:00-3:15	Break
3:15-4:00	Generate Coaching Examples
4:00-5:00	Current status of Coaching: Successes, Barriers, Questions and Strategies

Wednesday, Feb. 16th

8:00-9:45	Video: Identify Coaching Behaviors
9:45-11:45	Practice Coaching
11:45-12:45	Lunch
12:45-1:45	Logistics and Goals
1:45-2:00	Break
2:00-2:30	Processing

(406) 243-5467 VOICE/TDD • FAX (406) 243-2349

Independence, Productivity, and Community Integration for Persons with Disabilities

Montana University Affiliated RURAL INSTITUTE ON DISABILITIES
52 Corbin Hall, The University of Montana, Missoula, MT 59812

Project CLASS

Agenda

Dec. 8-9, 1993

Wednesday, Dec. 8th

10:00- 12:00	Base Group:	Homework -	* practice GAS with team * practice peer coaching with partner * Bring teambuilding ideas to share
12:00 - 1:00	Lunch		
1:00 - 3:00	Monitoring and Intervening:		* Case Study * Guidelines to Monitoring and Intervening * Activity - generation of examples of guidelines
3:00 - 3:15	Break		
3:15 - 4:15	Monitoring and Intervening (cont.):		* Practice facilitating with GAS * Activity
4:15 - 5:00	Closure		

Thursday, Dec. 9th:

9:00 - 10:00	BST:	Overview and Activity
10:15 - 10:00		Break
10:30 - 12:00	BST:	Treasure Hunt
12:00 - 1:00	Lunch	
1:00 - 2:00	BST:	Treasure Hunt
2:00 - 3:00	Processing	

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Independence, Productivity, and Community Integration for Persons with Disabilities

Project CLASS

AGENDA

October 26-27, 1993

Tuesday, Oct. 26th:

9:30 - 10:00	"Warm-Up"
10:00 - 12:00	Base Group
12:00 - 1:00	Lunch
1:00 - 2:00	GAS: Review of Use with Learning Teams Identify Goals for Current CLASS Session
2:00 - 3:00	Teambuilding: Deciding on the Focus Linking to the Remainder of the Training Session
3:00 - 3:15	Break
3:15 - 4:15	Processing: Using Novel "Gambits" Deciding on the Focus Linking to the Remainder of the Training Session
4:15 - 5:00	Logistics

Wednesday, Oct. 27th:

8:30 - 9:30	Matching the Learner's Style
9:30 - 10:00	Identifying the Other's Style
10:00 - 10:15	Break
10:15 - 11:00	Practice Matching the Learner's Style
11:00 - 12:00	Monitoring and Intervening: Review
12:00 - 1:00	Lunch
1:00 - 2:00	Facilitating
2:00 - 2:30	Identifying Next Learning Topics
2:30 - 3:00	Processing

AGENDA

PROJECT CLASS
Billings
September 14-15, 1993

Tuesday, Sept. 14th:

10:00 - 12:00	Base Group
12:00 - 1:00	Lunch
1:00 - 3:00	Goal Attainment Scaling
3:00 - 4:00	Peer Coaching Review
4:00 - 5:00	Brainstorming: Logistics for Next Teams

Wednesday, Sept. 15th:

8:30 - 9:30	Peer Coaching Values
9:30 - 10:30	Coaching Observation Form
10:30 - 12:00	Coaching Practice
12:00 - 1:00	Lunch
1:00 - 2:00	Coaching Practice
2:00 - 2:30	Scheduling & Planning Next Meeting(s)
2:30 - 3:00	Processing

AGENDA

Project CLASS
June 14-15, 1993

June 14th:

9:30 - 10:00	Getting Acquinted
10:00 - 11:30	Base Group
11:30 - 12:00	Reflections and Observations for Terri
12:00 - 1:00	Lunch
1:00 - 2:00	Program Evaluation and Data Collection
2:00 - 2:45	Peer Coaching: Homework
2:45 - 3:00	Break
3:00 - 4:00	Lesson Plans, ITP's, Descriptive vs. Evaluative Feedback: Homework
4:00 - 5:00	Logistics: Scheduling, Course Credit, Observations of CL Teams, Obtaining IFSPs, Starting New Groups

June 15th:

8:00 - 12:00	Peer Coaching Practice
12:00 - 12:30	Topic Selection for Next Meeting
12:30 - 1:00	Processing

AGENDA

PROJECT CLASS

April 27-28, 1993

Tuesday, April 27th:

10:00 - 11:00	Lesson Plans
11:00 - 12:00	Course Credit/Requirements
12:00 - 1:00	Lunch ??? Logistics
1:00 - 2:00	Program Evaluation
2:00 - 3:00	Individual Training Plans
3:00 - 3:15	Break
3:15 - 5:30	Base Group

Wednesday, April 28th:

8:30 - 9:00	Orientation to Peer Coaching Practice
9:00 - 12:00	Peer Coaching Practice
12:00 - 12:30	Peer Coaching Closure
12:30 - 1:00	Processing

AGENDA
Project CLASS
March 2-3, 1993

March 2nd:

10:00 - 12:00	Base Group
12:00 - 1:00	Lunch
1:00 - 2:00	Peer Coaching: Review and Homework
2:00 - 3:00	Trust
3:00 - 3:15	Break
3:15 - 4:00	Application Trust Information
4:00 - 5:00	Matching the Learner's Style: Identifying the Learner's Wants

March 3rd:

8:30 - 10:30	Practice Identifying the Learner's Wants (Break Between Practice Sessions)
10:30 - 11:30	Individual Training Plans
11:30 - 12:30	Lunch
12:30 - 1:30	Lesson Plans
1:30 - 2:30	Logistics (Schedules, Observations, Videotaping, Completed Lesson Plans, Training Materials, Contracts)
2:30 - 3:00	Processing

Project CLASS
Agenda
Nov. 4-5, 1992

Wednesday, Nov. 4th:

10:00 - 10:30	Teambuilding
10:30 - 1:00	Presentations (Jean and Connie)
1:00 - 2:00	Lunch
2:00 - 2:30	Agenda and Questions for David Johnson
2:30 - 3:00	Course Credit
3:00 - 3:30	Schedule and Topics for Next CLASS Meeting(s)
3:30 - 4:30	Computer Network

Thursday, Nov. 5th:

8:30 - 9:00	Base Group
9:00 - 9:30	Monitoring and Intervening Information
9:30 - 10:00	Current Monitoring and Intervening Practices
10:00 - 10:15	Break
10:15 - 11:15	Practice Monitoring and Intervening
11:15 - 11:45	Processing and Self-Assessment Re: Monitoring and Intervening
11:45 - 1:00	Practice Narrowing Topics
1:00 - 2:00	Lunch
2:00 - 3:00	Facilitating Social Skills
3:00 - 3:30	Processing Re: Social Skills
3:30 - 4:00	Processing the Meeting

AGENDA
Project CLASS
October 20-21, 1992

Tuesday

9:00 - 9:30	Orientation and Task Selection
9:30 - 10:00	Base Group Information
10:00 - 10:30	Teambuilding Homework
10:30 - 10:40	Break
10:40 - 11:00	Group Rewards Homework
11:00 - 11:30	Structures Homework
11:30 - 12:00	Johnson Session: Questions
12:00 - 1:00	Lunch
1:30 - 3:00	Teaching Small Group Cooperative Skills
3:00 - 3:15	Break
3:15 - 4:15	Practice Narrowing A Topic
4:15 - 4:30	Processing

Wednesday

8:30 - 9:30	Peer Coaching
9:30 - 11:30	Presentations
12:00 - 1:00	Lunch
1:00 - 3:00	Presentations
3:00 - 3:15	Processing

Agenda
Project CLASS
Sept. 29-30, 1992

Tuesday, Sept. 29th:

9:00 - 9:30	Orientation and Getting Acquainted
9:30 - 10:15	Forming Tasks
10:15 - 10:30	Break
10:30 - 12:00	Adult Learning: Implications
	a) Information gathering
	b) Targeting instructional objectives
	c) Issues
12:00 - 1:00	Lunch
1:00 - 2:30	Agency Training Plan
	a) Information gathering: Peer coaching
	b) Targeting individual training objectives
2:30 - 2:45	Break
2:45 - 4:00	Logistical Issues
	a) CL Team membership
	b) Course credit
	c) Program evaluation
	d) Training materials
	e) Computer network
	f) Coaching triads
	g) Session with David Johnson
	h) Others???
4:00 - 4:30	Planning for presentations and assignments for next meeting

Wednesday, Sept. 30

8:30 - 9:00	Team Building: Getting acquainted
9:00 - 12:00	Cooperative Training Sessions
12:00 - 1:00	Lunch
1:00 - 3:00	Cooperative Training Sessions
3:00 - 3:10	Processing

AGENDA
Project CLASS
July 14-15, 1992

July 14th:

9:30 - 10:00	Orientation
10:00 - 11:00	Probe
11:00 - 12:00	Review Practice Tasks
12:00 - 1:00	Lunch
1:00 - 2:00	Learning Facilitator's Role
2:00 - 3:00	Developing Cooperative Lesson Plans
3:00 - 4:00	Review Cooperative Lesson Plans
4:00 - ?	Revise Earlier Lesson Plan or Probe

July 15th:

8:30 - 9:15	Membership (Criteria, Selection Process, Etc.)
9:15 - 10:15	Potential Difficulties in Forming Cooperative Learning Teams
10:15 - 10:30	Break
10:30 - 11:15	Getting Started (Group Rules, Meeting Times, Rewards, Review of Cooperative Learning Advantages)
11:30 - 12:00	Initial Training Topics
12:00 - 1:00	Lunch
1:00 - 2:00	Training Resource Material (Format, Topics, Etc.)
2:00 - 2:30	Monitoring Progress
2:30 - 3:00	Processing

AGENDA
Project CLASS
June 2-3, 1992

June 2nd:

9:30 - 10:00	Orientation
10:00 - 11:00	Observe video re: conflict
11:00 - 12:00	Review content, questions, concerns re: conflict
12:00 - 1:00	Lunch
1:00 - 2:00	Identifying conflict
2:00 - 3:00	Identifying interests
3:00 - 3:15	Break
3:15 - 4:00	Taking another's perspective
4:00 - 5:00	Fractionating the conflict

June 3rd:

8:30 - 9:30	Identifying common goals
9:30 - 10:15	Generating options for mutual gain
10:15 - 10:30	Break
10:30 - 11:30	Processing re: conflict
11:30 - 12:30	Lunch
12:30 - 1:00	Tasks for next meeting
1:00 - 2:00	Review practice with cooperative learning structures
2:00 - 3:00	Review cooperative lesson plans
3:00 - 3:30	Processing

AGENDA
Project CLASS
April 21-22, 1992

April 21st:

9:30 - 10:00	Orientation
10:00 - 11:00	Review of Cooperative Learning Elements
11:00 - 12:00	Additional Cooperative Learning Structures
12:00 - 1:00	Lunch
1:00 - 1:45	Observations: Collaborating With Families
1:45 - 2:15	Agency Training Plans: Working Drafts
2:15 - 3:00	Establishing Learning Teams: Issues
3:00 - 3:15	Break
3:15 - 3:45	Training Materials: Content and Format
3:45 - 4:15	Planning: Meetings Across the Summer (Content, Frequency)
4:15 - 4:30	Observations of Conflict: Topics/Areas and Priorities

April 22nd:

8:30 - 9:00	Introduction
9:00 - 10:00	Nature of Conflict and Establishing a Cooperative Climate
10:00 - 11:00	Fundamental Communication Skills
11:00 - 12:00	Conflict Management Approaches
12:00 - 1:00	Lunch
1:00 - 3:00	Practice re: Conflict Management Approaches
3:00 - 3:30	Processing

Project CLASS Meeting
Helena
March 5-6, 1992

March 5th:

9:30 - 10:00	Orientation
10:00 - 10:30	Identification of social skills goal and identification of observer.
10:30 - 10:45	Break
10:45 - 11:45	"Business Update"
11:45 - 1:00	Lunch
1:00 - 2:00	Development of Agency Training Plans - Identification of organizational supports
2:00 - 3:00	Development of Agency Training Plans - Identification of Learning Facilitators' wants for learning
3:00 - 3:15	Break
3:15 - 4:15	Refining criteria for "collaboration" competency
4:15 - 4:45	Processing: Social skills, tasks for next meeting

March 6:

8:00 - 9:00	Review of practice work
9:00 - 10:30	Identification of cooperative learning elements: "Fun"/experiential activities and "cooperative learning activity"
10:30 - 10:45	Break
10:45 - 11:15	Analysis of activities
11:15 - 12:00	Review of past training activities and identification of structures and cooperative learning elements used
11:45 - 1:00	Lunch
1:00 - 2:15	Learning task specialization structures (Pairs, Partners, Jigsaw)
2:15 - 3:00	Processing: Social skills, new information or structures learned, evaluation of structures - what worked well, what elements/structures still to practice for next meeting

PROJECT CLASS MEETING

February 3-4, 1992
STEP Office

Monday, Feb. 3rd:

9:00 - 9:30	Getting Acquainted
9:30 - 10:30	Project Update (or News from Baltimore!)
10:30 - 10:40	Break
10:40 - 12:00	Defining Competencies
12:00 - 1:00	Lunch
1:00 - 2:00	Defining Competencies (cont.)
2:00 - 3:00	Agency Training Plans: Info. Gathering and Organizational Supports
3:00 - 3:10	Break
3:10 - 4:00	Agency Training Plans: Outcomes and Objectives
4:00 - 4:30	Tasks for Next Session

Tuesday, Feb. 4th:

8:15 - 8:45	Cooperative Learning Review
8:45 - 12:00	Presentations on Cooperative Learning Elements
12:00 - 1:00	Lunch
1:00 - 1:45	Presentations (cont.)
1:45 - 2:30	Questions and Practice
2:30 - 3:00	Closure

TENTATIVE AGENDA
PROJECT CLASS MEETING
December 11-12, 1991
Helena

December 11th

10:00 - 10:15	Orientation
10:15 - 11:00	Information Gathering
11:00 - 12:00	Overview of Project CLASS
12:00 - 1:00	Lunch
1:00 - 2:00	Continue Project Overview
2:00 - 3:15	Overview of Cooperative Learning
3:15 - 3:30	Break
3:30 - 4:30	Discussion of Learning Facilitator's Role and Responsibilities

December 12th

8:30 - 9:00	Questions
9:00 - 10:00	Establishment of Cooperative Learning Teams in Agencies
10:00 - 10:15	Break
10:15 - 11:15	Prioritization of Early Intervention Competencies
11:15 - 12:00	Discussion of Competency Manual Module Format
12:00 - 1:00	Lunch
1:00 - 2:00	Developing Agency Training Plans
2:00 - 3:00	Developing a Schedule for Learning Facilitator Meetings
3:00 - 3:15	Break
3:15 - 4:00	Processing

APPENDIX B

BASE GROUPS

BASE GROUPS

A base group is a long-term cooperative learning group with stable membership whose primary responsibilities are to provide help, support, and encouragement for group members as they learn. Base groups personalize the work required and the learning experiences. A base group also holds individual members accountable for completing their assigned tasks.

Base groups last for the duration of the course (approximately four months). When team members know that they will spend several months within the same cooperative base group, they usually become committed to find ways to motivate and encourage their teammates. Base groups meet regularly at the beginning of each class session and outside of class as necessary.

The primary purposes of base groups are to provide team members with support and encouragement and with the assistance needed to complete assignments and make good academic progress. This includes letting absent team members know what went on during the class sessions, interacting informally everyday within and between class sessions, discussing assignments, and helping others with assigned tasks outside of the class sessions.

Base groups also hold each other accountable for accomplishing assigned tasks and for learning the theories, concepts, knowledge, (and skills) emphasized in the class sessions.

Several tasks should be included in the agenda for each base group meeting.

First, content-related support tasks occur, such as checking to see what assigned tasks each member has and what help they need to complete them. Members can share their expertise with each other and offer each other advice on how to accomplish a task. Above all, members keep track of each other's progress and make sure all members are learning the theories, concepts, knowledge, and skills covered in class and through independent learning activities.

Second, routine tasks are addressed. These include such activities as taking role, collecting assignments or products, and distributing materials.

Finally, personal support tasks are included in the base group. These tasks involve listening sympathetically when a member has problems with colleagues, friends, or family; sharing information or resources related to a team member's concern; and brainstorming alternatives or problem-solving about a nonacademic task (if a team member requests this assistance).

At the beginning of each training session, team members meet in their base group to:

1. Celebrate managing routines and activities since the last class session and "touch base" to see that no team member is under undue stress.
2. Check to see if members have completed their assigned tasks or need help and assistance in doing so.
3. Review what members have read and done since the last class session. Members should be able to give a brief, concise, succinct summary of what they have read, thought about, and done.
4. Share resources with other members of the group. Team members come to the session with resources they have found and want to share, or with copies of work they have completed and wish to distribute to their base team members.
5. Discuss assigned tasks. Assigned tasks may be planned, reviewed, and modified in base groups. Any questions regarding the assigned tasks, and the content or procedures of the class sessions may be addressed in the base group.

APPENDIX C

PROCESSING

PROCESSING

Processing helps team members maintain effective working relationships with each other. It is a specific part of a session that is devoted to reflecting about and discussing how well the team has done. The purpose of processing is to improve the way the team functions so that team members can learn together more effectively.

Processing is important because:

1) it helps learning teams to focus on maintaining good working relationships among members,
2) supports the practice of collaborative skills,
3) ensures that team members receive feedback about their participation,
4) prompts learners to think about their thinking, reasoning, intentions, and decision-making,
5) encourages the team to celebrate their successes.

During processing the team considers:

1) how well they have worked together,
2) how well they have accomplished their goals, and
3) what they could do to improve the team's effectiveness.

More specifically, team members reflect on their own and other members' behavior to identify:

1) what they did that helped the team, and
2) what they did that was not helpful (or hindered the team's working together).

Team members also make decisions about what actions they want to continue and what they wish to change.

The procedures for processing include:

1) At the beginning of the learning session (or at the end of the previous session) the team decides what collaborative skills and behaviors they want to focus on and practice during the session.
2) At the beginning of the session, the team may decide how to gather information about team members' use of specific collaborative skills (e.g., one member may be the "observer" and record information for everyone, each team member may keep track of their own use of a specific skill).
3) During processing members - or the observer - share information about their use of targeted skills or behaviors.
4) Team members reflect on and describe:
    a) their use of the desired skills and behaviors
    b) how well the team worked together
    c) how well the team accomplished its objectives/tasks
    d) what they did - or what others did - to help each other learn and work together.

Processing should only take about 10-15 minutes.

To encourage the team to process, you may prompt with questions or statements such as (pick only 2-3):

1) How well did our team function to accomplish the task(s)?
2) How well did our team function to learn ____?
3) How can we improve the team's effectiveness?
4) What actions did members do that were helpful?
5) What actions did members do that were unhelpful?
6) What actions do members want to continue?
7) What actions do members want to change?
8) What things/behaviors did we do well?
9) What things/behaviors do we need to improve?
10) What roles did we perform well?
11) What roles should we practice to be better?
12) The part of this cooperative lesson that was important to me personally was ____.
13) I can help my team next time by ____.
14) Two things I will do to help my team next time are ____.
15) One collaborative skill I will practice more consistently next time is ____. I will do this by ____.
16) I appreciated it when you ____.
17) I liked it when you ____.
18) I admire you when ____.
19) I enjoy it when you ____.
20) You/I really helped out the team when you/I ____.
21) Something I plan to do differently next time to help my team is ____.
22) The collaborative skill I want to use next time is ____.
23) Next time we could practice ____.
24) The things I learned or practiced today that I can use in my day-to-day work with families or other professionals include ____.
25) The (2-3) things I learned today are ____.
26) The 3 things that I did that helped others learn are ____.
27) Something that I could do even better next week is ____.
28) The 3 most important things I learned were ____.
29) What are 2 questions you wished you'd asked earlier?
30) How frequently did we (do a specific behavior we agreed to practice)?

Sometimes there are difficulties in processing effectively. These problems usually occur because: lack of time, vague or unfocused feedback, or lack of involvement of team members. To address such difficulties, you might consider:

1) Lack of time:
   a) Do quick processing. Make descriptive statements and ask team members to give a visual signal whether they agree (e.g., thumbs up), disagree (e.g., thumbs down), or don't know (e.g., shoulder

shrug). Provide 2-3 statements in 2-3 minutes.

   b) Have the team members write down observations or feedback and give it to you to summarize for the team.
   c) Take 2-3 minutes to process after each portion of the session. Discuss only one question and go "round robin" quickly.
   d) Have team members write down 3 observations: what members did that was helpful, what members did that wasn't helpful, and what they want to practice. Post these comments for the team to read but not discuss.

2) Processing is vague/unfocused:
   a) Make sure that everyone agrees on a skill or behavior to observe for at the beginning of the session.
   b) Make sure that skills or behaviors are defined specifically so everyone understands what they are to look for, do, and discuss.
   c) Ask one team member at a time to serve as the team's observer. Rotate the role during the session. Ask observers to provide descriptive feedback about what they saw.

3) Members seem uninvolved in processing:
   a) Use processing questions, forms, or procedures that require comments from everyone.
   b) Assign different members some responsibilities for completing processing activities (e.g., observer, reporter, recorder, discussion leader).
   c) Give rewards for processing contributions.

APPENDIX D

COOPERATIVE TRAINING PLAN

Planning a Cooperative Training Session

Step 1: Select a training topic:

Gathering family information for use on the IFSP

Step 2: Specify the training and collaborative objectives:

a) Training objective: The FSS will "follow the family's lead" (maintain the topic) during information-gathering interactions with a family.

b) Collaborative objective: The FSS will probe/prompt group members to consider alternative perspectives and possibilities, various potential influences, and different contributing factors (to prompt divergent thinking and analysis). Prompting divergent thinking means prompting group members to consider and offer diverse and dissimilar ideas, strategies, or alternatives (while often this occurs during problem-solving, but it may occur during other group interactions also).

Step 3: Make decisions.

a) Group size: 5-7 members (including the Learning Facilitator), with enough people to make 2-3 dyads.

b) Assignment to groups: Dyads will be matched according to characteristics such as communication style (direct or indirect), descriptive style (specific descriptive comments or general comments), and intensity (calm/quiet or forceful). That is, each dyad will be formed by assigning two members whose "behavioral" or "communicative" style seems to match.

c) Establishing the group goal/task: For this training session there will actually be 3 separate group task across the session. The first task is to review the specific communication skills, questioning techniques, and topic maintenance skills used in "following a family's lead". The second task is to practice these skills with a partner during two separate role plays while gathering information that could be utilized on a "pretend" IFSP. The third task is to share information regarding what was learned from the partner that could be used in developing the IFSP and what skills the partner demonstrated.

d) Specify the desired behaviors:

1) The specific behaviors related to the instructional objective are:

- The FSS will maintain the current topic until the family/other switches topic and then follow the family's/other's switch to the new topic.

- When the family/other introduces several topics at once, the FSS will recognize the multiple topics and gather information about each one systematically.

2) The specific behaviors related to the collaborative objective are:

- The FSS will ask questions to prompt consideration of alternatives (e.g., what else could be going on..; if we looked at this another way, what could be...' is it possible that...).

- The FSS will reinforce divergent statements and identification/discussion of alternatives that others make (e.g., yes, I see that could be another...; that's an interesting perspective...; Great! I never thought of...).

e) Determine how evidence of the expected behaviors will be gathered: Data will be gathered by the Learning Facilitator or an assigned observer during small group activities or role play activities.

f) Develop necessary observation forms:

Two different observation sheets will be necessary. The first observation form related to the instructional objective will track the FSS's response to the statements made by the "family"/other. The second observation form related to the collaborative objective will track the FSS's frequency of prompting and reinforcing divergent/analytical comments by other group members.

g) Room arrangement: Small circle - with separate spaces for dyads to practice.

h) Materials needed for each group:

Needed:	Description of communication skills Description of kinds of questions to ask Description of ways to maintain a topic
Jigsawed:	2 groups of 3 members each Each member has one of the above handouts

i) Assigning roles: Roles will be assigned for the review of basic skills/information and during the last activity re: sharing IFSP related information and observations. The 3 roles for the review activity will be the taskmaster (to keep the group focused on the task), the clarifier/checker (to make certain that everyone understands the skills), and the prober (to encourage divergent thinking/analysis). During the sharing observations, these 3 roles plus additional ones (e.g., praiser/encourager, recorder) will be added depending on the number of members. The decision about which roles are important will be made based on the purpose for the roles (i.e., although roles are assigned to promote interdependence, specific roles must be selected that will help the group accomplish its task or practice the collaborative skills).

During the role play, no additional roles will be assigned other than "interviewer"/FSS and "family"/other group member.

j) Group reward: 2-3 rewards will be needed so that a reward can be provided after each of the three activities. For example, the group who completes the task first can select where group members go for lunch or group members can take an extra 1/2 hour for lunch the following day.

k) Breaking the task into parts: The basic skills/information will be divided into three parts and the group must review all the skills. During the role play activities, two separate interviews will be conducted covering different content.

l) Cooperative learning structures:

1) Structures for the training objective:

Partners Consult (to increase interdependence, promote accountability, and to promote face-to-face interaction)

3 Step Interview (for the same reasons, plus encouraging

participating from all members)

2) Structures for the collaborative objective:

None. The collaborative objective will be promoted during group discussion following the review activity and the sharing activity. (Some cooperative learning structures as described by Kagan can be used to promote specific collaborative skills, such as encouraging individual participation. However, none of these structures seems especially appropriate for the collaborative skill of prompting divergent thinking and analysis.)

m) Insuring accountability: This will be insured through use of specific CL structures that are selected for different activities (e.g., Partners Consult so group members have to teach each other during the review activity, 3 Step Interview for the sharing of information gathered and observations). During the role play accountability will be built in by asking the partner (interviewee) to observe which skills the interviewer uses.

Step 4: Describe the learning task for group members:

a) Group task:

Describe the initial task to review skills: "There seem to be 3 kinds of skills that contribute to being able to successfully follow a family's lead...These handouts describe....The task is to teach the skills/information on your handout to the other members of your group. At the end of the activity you all will get copies of all of the handouts."

Describe the task for the interview. "You each will practice gathering information from a partner. Your task is to gather information that can be used for IFSP development (e.g., outcomes, objectives) using the skills you just reviewed. First, one partner will be the interviewer. The other partner will take a turn interviewing." Separately, for the person being interviewed..."Please observe for the interviewer's use of specific skills that resulted in maintaining the topic or shifting the topic. Later, you will be asked to give the interviewer feedback about what you noticed."

Describe the group task for the information sharing. "I would like you to describe what you learned during the interviews. Please first describe information that you gathered that may relate to potential outcomes and objectives....Next I would like you to share what you noticed about your partner's use of specific skills/behaviors/strategies that helped maintain your topic and what s/he did that made you feel that s/he switched the topic....Finally, I would like you to share how you felt when it seemed that the interviewer switched from your topic/agenda to his/her topic/agenda."

b) Criteria for success: Each group member can describe and demonstrate the skills/behaviors/strategies related to communication skills, asking questions, maintaining the topic.

c) Accountability: "In order to encourage each group member to review and learn the necessary skills, I have designed activities so that group members need to share what they have learned/know with each other in order to complete the various tasks."

d) Specific collaborative behaviors: "In order to encourage group members to consider alternate perspectives, I would like each of you to commit to prompting and reinforcing the analytical statements or the comments reflecting divergent thinking that other group members make....Analysis and divergent thinking help group discussion and problem-solving by....These skills also facilitate our work with families because....For these reasons, I would like us to try to use these skills during the activities today. At the end of the session I'd like to spend some time discussing how well we did in encouraging these kinds of statements."

e) Specific information necessary: Ask group members if any of the topics/skills are unfamiliar or if they would like additional information. If requested, describe and demonstrate. In addition, observe during the activities and add details when/if group members have difficulty with specific skills or concepts. Finally, ask if group members need additional information about the specific tasks. If so, provide additional explanations.

Step 5: Monitor and intervene:

a) Observe the expected behaviors during the three activities, as well as during any large group discussion following the activities. The specific skills related to the instructional objective will be observed during the activities. The collaborative behaviors can be observed both during the activities and during large group discussion.

b) Intervene, as necessary, to prompt and reinforce both kinds of targeted behaviors/skills.

Step 6: Evaluate

a) Learning/Task achievement: Determine whether each group member can demonstrate following a family's lead (topic maintenance).

b) Processing: Schedule a quick processing time (5 minutes) at the end of each activity. Discuss what information/skills were learned/practiced and how well this worked. Discuss what was difficult and what should be done to address these issues. Discuss how well group members worked together and what they might like to try differently.

c) Notes on individuals comments, wants, concerns, demonstrated skills, etc. can be made during the activities. The purpose is to help you identify any issues which should be addressed at another time and to provide prompts that can be used when planning the next session.

d) Suggestions for next time can be completed immediately after the session as evaluation of the session occurs. Part of evaluation will include reviewing what activities, CL structures, pair matching, sequence of information, etc. was effective and what difficulties occurred (and how these could be avoided/minimized next time!).

Step 7: Closure

a) LF review: Review the skills/behaviors/strategies that can be used to follow a family's lead.

b) Plan follow-up: Plan practice with a partner. Discuss each group member practicing these skills with a family while a partner observes. After the session the person and their partner can review what went well, what skills/behaviors/strategies the person used, and what else they could practice next time.

APPENDIX E

SAMPLE ITPs OR GAS

Helena

	Mig	Margi	Karla	Billie	Christine	Peg
best you could hope for (+2)	help others name and take action in conflicts that involve them (facil. role for herself)	able to elim. conflict, proactive, communicate well enough that conflict isn't necessary	able to facil. a mtg where people leave feeling they came out a winner	feel comfortable in responding or choosing not to respond in conflict situations	when conflict arises people will come away feeling success, not that they've "lost"; able to play the approp. role (when to fix)	accept, (see), & (hear) others viewpoints and help ~~them~~ come to group consensus
better than what you expected (+1)	name problem and take action in conflicts that involve herself *	learn to deal with conflict without fear (0) * switch these 2	with other person(s) be able to identify the conflict/problem - some times *	able to facilitate conflicts in groups when requested and when it arises all on its own; when only I perceive a conflict and noone else does, advocate in child's best interests	have the skills to identify the real issues/conflict	Changed to: actively using techniques with a team to resolve issues. I am here ☆
desired or anticipated result (0)	learn to name the problem but take no action	able to bring up and discuss difficult topics comfortably and clearly (+1)	in group or with a parent, when a conflict exists provide leadership to give group feeling there is hope for resolution	skills to identify and confront sabotage, P/A, situation *	able to manage or facil. conflict so that parties feel hopeful about the future; able to access what involvement should be *	somewhat comfortable with approaching difficult topics
not as good as you hoped for (-1)	B*	learn some info. but don't know what to do with it B			able to start a discussion about conflict, making choice to address (comfort level) B	continue to get real emotional and being really embarrassed B
worst result (-2)	continue to run from conflicts	become aggressive rather than assertive in conflict situations	continue to have feeling in groups that can't get anywhere B	continue to maintain inability to identify conflict in some situations B	when others on team have no feeling of hope for conflict resolution; personally unable to determine when to be involved B	continue to avoid conflict--not deal with it B

* B= Baseline 1/94

* = Follow Up 8/94

Name: Lucy Myers　Agency: S.T.E.P. CLASS　Date: February 1993

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 (W1 =) Follow-up Date:	Outcome 2 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	To utilyze 4 structures of cooperative learning ☐	To apply jigsaw structure in routine activities at least 5 times by 2-16-94 ☐	Utilyze at least 2 time monitor stratigies at ~~at~~ meetings or groups ☐	Utilyzing 3 personal conflicts, will understand effective conflict management techniques 3/16/94 ☒	In weekly routine, will utilyze I messages freely & with comfort in communication ☐
More Than Expected Result +1	To utilyze 3 structures of cooperative learning ☐	To complete planning and implementation of jigsaw structure in 2 or more settings ☐	Utilize at least 1 strategy for time monitoring during class groups! 2/16/94 ☒	Utilyze 3 scenarios in practicing conflict management. ☐	In weekly routine, will practice I messages at least 5x ☐
Expected Result 0	To utilyze 2 structures of cooperative learning 2/2/93 ☒	To plan & implement jigsaw structure with class group 2/2/93 ☒	Identify at least 1 strategy to monitor time in class group ☑	Present a minimum of 3 personal conflict situations in writing at learning group ☐	In weekly routine, will practice I-messages at least 2x with clients coworkers or family members 3/16/94 ☒
Less Than Expected Result -1	Understand at least 2 structures but not able to utilyze them ☐	Understand jigsaw structure but not able to apply it in activity ☑	Understand time management strategies, but did not ID at least 1 strategy ☐	Did not write or present at least 3 conflicts for the learning group ☐	Understand how to use I messages but does not utilyze I messages in daily routine ☑
Worst Expected Result -2	Not understand or know how to use structures of cooperative learning ☑	Not understand jigsaw structure in order to implement structure with group ☐	Not Understand Time management strategies that might help to monitor time in group ☐	~~Could~~ Did not think of 3 conflict situations ☑	Not understand how to use I messages in communication ☐

✓ = Baseline
X = Follow up Attainment Level Performance

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Name: [illegible]
Agency: S.T.E. CLASS
Date: March 1993

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 (W1 =) Follow-up Date:	Outcome 2 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Given poster animal, demonstrate effective conflict resolution technique at least 1x during week ☐	Able to use freely ~~to~~ effective conflict resolution techniques ☐	Plan + implement team building activity at 3 or more group meetings ☐	☐	☐
More Than Expected Result +1	Given posted animal, refrain from demonstrating defense at least 1x during the week ☐	During at least 3 conflicts refrain from trying to overpower opponent ☐	Plan + implement effectively with peer a team building activity ☒ 4/13/94	☐	☐
Expected Result 0	Post defense animal (Gorilla) in office area to remind me to use effective conflict techniques 3/23/93 ☒	During conflict, will not use defense to try + overpower opponent at least 2 x 3/23/93 ☒	With peer, develop a team building activity to present to learning group on 4/13/94 ☐	☐	☐
Less Than Expected Result -1	Do not post animal in office ~~Not willing to~~ but understand what animal tend to be in conflict ☑	Understand effective conflict resolution but not ~~of~~ able to refrain from overpowering opponent ☑	Understand team building but ~~not~~ have not a plan or idea of activity ☑	☐	☐
Worst Expected Result -2	Do not understand defense animals of how they may effect conflict ☐	Not understand how to refrain from defense of overpowering opponent ☐	Not understand team building or how to implement team building activity ☐	☐	☐

✓ = Baseline
X = Follow up Attainment Level Performance

BEST COPY AVAILABLE

Name: Nancy [illegible] Agency: STEP Class Date: April 1994

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 (W1 =) Follow-up Date:	Outcome 2 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Use visual reminders routinely to remind groups to use I messages ☐	Use reminder to effectively + freely use I messages during the week ☐	Be able to demonstrate in practical application interest vs. position ☒	Use team building activity routinely in group settings ☐	Completed, scored + understood questionaire - ~~[illegible]~~ ~~[illegible]~~ Gained insight about self ☒
More Than Expected Result +1	Plan + present visual reminder to use I messages to 2 or more groups ☐	Use reminder to effectively use I messages at least 2 x during the week ☒	Be effective at explaining interest vs position to peers ☐	Plan + implement team building activity to 2 groups ☐	Completed, Scored + Understood Trust questionaire ☐
Expected Result 0	Plan + present visual reminder or method to encourage or reinforce the use of I messages 6/8/9 ☒	Develop + post reminder to use I messages during weekly routine ☐	With peer, facilitate activity regarding interest vs. position + present at learning group ☐	Develop + implement team building activity + present to learning group 5/25/94 ☒	Complete + Score + ~~[illegible]~~ Trust questionaire ☐
Less Than Expected Result -1	Thought of visual reminder for I messages but did not follow through to get visual reminder ☑	Think about visual reminder but not follow through to develop reminder ☐	Understand but haven't yet applied interest vs. position ☑	~~Not able to~~ Have not planned or implemented team building activity ☑	Did not complete questionaire ☑
Worst Expected Result -2	Not able to think of visual reminder for group re I messages ☐	Not think about it or not knowing of visual reminder ☑	Not understand Interest vs position ☐	Not able to think of activity or plan for team building ☐	Lost the questionaire ☐

✓ = Baseline
X = Follow up Attainment Level Performance

BEST COPY AVAILABLE

Name: Tracy [illegible] Agency: S.T.E.I. CLASS Date: June 1993

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 (W1 =) Follow-up Date:	Outcome 2 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Utilize team building activities routinely in groups ☐	Plan + effectively use collaborative goals routinely in groups! ☐	Practice effective conflict resolution utilizing my conflict example ☐	☐	☐
More Than Expected Result +1	Utilize Team building activity in at least 2 groups ☐	Use collaborative goals in 2 group during the week! ☐	Utilize 1 new conflict example in learning group ☐	☐	☐
Expected Result 0	Plan + facilitate team building activity at learning groups ☒	Plan + facilitate collaborative goal - how will we focus - how will we [illegible] - how will we process ☒	Present 1 new example in writing of a conflict situation ☒	☐	☐
Less Than Expected Result -1	Blew it off Forgot to plan activity ☐	Understand collaborative goal but do not know how to plan ~~application~~ ☑	Thought of lots of conflicts but did not ~~present~~ (write them down) ☑	☐	☐
Worst Expected Result -2	Didnt understand team building or its importance ☑	Do not understand collaborative goal or how to use it. ☐	Couldnt think or accept that I have conflict ☐	☐	☐

✓ = Baseline
X = Follow up Attainment Level Performance

BEST COPY AVAILABLE

Name: Lucy Myers Agency: S.T.E.P. Class Date: July 1993

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 (W1 =) Follow-up Date:	Outcome 2 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Be able to describe difference in Value Based vs. Needs Based family intervention ☐	☐	☐	☐	☐
More Than Expected Result +1	Be able to explain to Spread the article on Value Based Intervention ☒	☐	☐	☐	☐
Expected Result 0	Read info Model - Family Want/~~Needs~~ Goals ☐	☐	☐	☐	☐
Less Than Expected Result -1	Read article but did not understand it ☑	☐	☐	☐	☐
Worst Expected Result -2	Lost article or did not read it ☐	☐	☐	☐	☐

✓ = Baseline
X = Follow up Attainment Level Performance

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Name: [illegible]

Agency: S.T.E.P. Class (Squadin to the Oldies)

Date: 12/93 thru 5/94

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 November 15, 1993 (W1 =) Follow-up Date:	Outcome 2 Jan. 1994 (W2 =) Follow-up Date:	Outcome 3 Assigned 1/17/94 Completion 2/21/94 (W3 =) Follow-up Date:	Outcome 4 2/21/94 (W4 =) Follow-up Date:	Outcome 5 2/21/94 (W5 =) Follow-up Date:
Best Expected Result +2	Independently plan + facilitate Sev. more team building activities ☒	Plann + implement lesson plan utilizing all 5 components of Cooperative Learning ☒	Each member demonstrated natural role effectively so that other squad members recognized role ☒	Squad members will use Read + Explain Pairs to teach other members about new [illegible] ☐	Squad members will be able to give 4 examples of how to structure positive interdependence ☒
More Than Expected Result +1	Independently plan + facilitate 2 team building activities for group formation ☐	Plans + implement lesson plan on personality preferences utilizing Cooperative Structures ☐	Each member demonstrated natural role at least one time during a squad meeting ☐	Squad Members will practice Read + Explain Pairs (structure) ☐	Squad members will learn how to structure positive interdependence ☐
Expected Result 0	Independently plan + facilitate at least 1 team building activity with squad ☐	To plan + impliment entire lesson plan on personality preferences ☐	Each squad member will identify "natural" role + demonstrate the role in an activity next meeting ☐	Squad members will understand Cooperative Learning Structure Read + Explain Pairs ☐	Squad members will participate in activities to learn about structuring positive interdependence ☑
Less Than Expected Result -1	Planned but did not "pull it off" did not facilitate ☑	Planned lesson but not able to implement ☐	Members understand roles but not able to identify personal roles ☐	Squad members do not understand Cooperative Learning Structure ☐	Squad members will not participate in activities ☐
Worst Expected Result -2	Did not plan team building activity ☐	Not a clue how to plan + impliment lesson plan ☑	Members don't understand roles ☑	Squad Members do not know anything about Read + Explain Pairs ☐	Facilitator will not implement activities to teach structuring positive interdependence ☐

✓ = Baseline

X = Follow up Attainment Level Performance

BEST COPY AVAILABLE

Name: Nancy Nye Agency: S.T.E.1 CLASS Date: 3/94 - 6/94

Squadron to the [illegible]

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 3/21/94 (W1 =) Follow-up Date:	Outcome 2 6/20/94 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Will impliment at least 3 cooperative learning structures during squad meeting ☒	Each squad member will teach structure present activity + process ☐	☐	☐	☐
More Than Expected Result +1	Will implement at least 2 cooperative learning structures during squad meeting ☐	Each squad member will teach structure + demonstrate activity related to structure ☒	☐	☐	☐
Expected Result 0	Facilitator will present at least 1 cooperative learning structure in lesson plan + squad meeting ☐	Each team member will utilize a coop. learning structure to teach other members ☐	☐	☐	☐
Less Than Expected Result -1	Facilitator will plan lesson but not able to include cooperative learning ☐	Each squad member forgets to plan activity ☐	☐	☐	☐
Worst Expected Result -2	Facilitator does not plan lesson - flys by seat of pants ☑	Each squad member has no idea of cooperative structures ☑	☐	☐	☐

✓ = Baseline

X = Follow up Attainment Level Performance

Name: ______________________ Agency: ______________________ Date: 1/94 thru 4/94

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 1/94 (W1 =) Follow-up Date:	Outcome 2 2/94 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Will generalize & be able to apply peer coaching in squads ☐	Can demonstrate 6 steps of peer coaching ☐	Can demonstrate how to change ~~[illegible]~~ Coaching Style to match Learning Style ☐	Can change (demonstrate) coaching style to matching learning style ☐	☐
More Than Expected Result +1	Give examples of peer coaching ☒	Can give examples of the 6 steps of peer coaching ☒	Can give examples of matching Coaching/Learning Styles ☒	Can give examples of how I might have to change coaching style ☒	☐
Expected Result 0	Understand components & purpose of peer coaching ☐	Understand revised 6 steps of Peer Coaching ☐	Learn & understand information about matching Coaching/Learning Styles ☐	Indentify personal coaching & learning styles ☐	☐
Less Than Expected Result -1	Have been given info about components & don't understand purpose ☐	Have read revised 6 steps but do not understand them ☐	Understand matching styles but don't think its important ☐	~~Not able to~~ Having identified personal learning or coaching style ☑	☐
Worst Expected Result -2	Do not know components or understand purpose of peer coaching ☑	Have not read revised 6 steps of Peer coaching ☑	Do not understand matching Coaching/Learning Styles ☑	Did not participate ☐	☐

✓ = Baseline
X = Follow up Attainment Level Performance

BEST COPY AVAILABLE

Name: Lucy Myers Agency: S.T.E. Class Date: Aug 1994

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 (W1 =) Follow-up Date:	Outcome 2 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Be able to recite + give example of 7/7 characteristics of ~~[illegible]~~ caregivers ☒	Made cream puffs + demonstrated how to make them to one other person ☐	☐	☐	☐
More Than Expected Result +1	Be able to recite 5 of 7 characteristics of caregivers ☐	Made cream puffs more than 2x ☐	☐	☐	☐
Expected Result 0	Learn 7 of 7 characteristics of caregivers ☐	Successfully followed recipe + made cream puffs ☐	☐	☐	☐
Less Than Expected Result -1	~~Learn~~ Read article about Caregivers ☑	Tried making Creampuffs given recipe by Kathy FLOPPED ☐	☐	☐	☐
Worst Expected Result -2	Lose article or did not read it ☐	Have never made Creampuffs don't know how ☒	☐	☐	☐

✓ = Baseline
X = Follow up Attainment Level Performance

BEST COPY AVAILABLE

Name: Lucy Myers Agency: STEP Class Date: ~~October~~ [illegible] 1994

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 (W1 =) Follow-up Date:	Outcome 2 (W2 =) Follow-up Date:	Outcome 3 (W3 =) Follow-up Date:	Outcome 4 (W4 =) Follow-up Date:	Outcome 5 (W5 =) Follow-up Date:
Best Expected Result +2	Provide opportunity for processing after each component of the lesson plan - Collaborative goal ☒	Implement Team Building activity using Cooperative Learning structures in order for group to [illegible] ☒	In presenting info on adult learning include 5 components of cooperative learning in the [illegible] ☒	Kathy used visual cue routinely to remind her of our support ☐	Plan + implement an entire lesson plan which includes the 5 components of cooperative learning ☒
More Than Expected Result +1	Provide opportunity for processing as the Collaborative goal at least 2x during learning group ☐	Implement Team Building activity using Cooperative Learning Structures ☐	Plan + present information about adult learning using cooperative learning techniques ☐	Presented Kathy a cue that reminded her of our support ☐	Plan + implement an entire lesson plan which includes at least 2 cooperative learning structures ☐
Expected Result 0	Provide at least 1 opportunity for processing as the Collaborative Goal in learning group ☐	Plan + implement Team Building activity with learning group ☑	Plan + present information about adult Learning to learning group ☐	Provide a visual cue to Kathy at the next meeting to remind her of our support ☐	Plan + implement an entire lesson plan regarding adult learning ☑
Less Than Expected Result -1	Plan processing as Collaborative goal but not implemented during learning group ☐	Forgot to include Team building in lesson plan ☐	Have information on adult learning but not ~~[illegible]~~ able to present info ☐	Thought of cue but could or did not follow through ☒	Plan + implement a lesson plan on adult learning which does not include all components of lesson plan ☐
Worst Expected Result -2	Processing was not a part of lesson plan ~~Did not know~~ ~~to Collaborative~~ how to plan ☑	Not able to plan Team Building activity ☐	Not able to explain or present information on adult learning ☑	Could not think of visual cue ☑	Not able to pull plan together Need guide ☑

✓ = Baseline
X = Follow up Attainment Level Performance

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QUALITY LIFE CONCEPTS, INC.
FAMILY SUPPORT SERVICES LEARNING FACILITATOR PLAN

Learning Facilitator: Priscilla M. Guenthner

Date: June 1, 1992

Learning Facilitator Cooperative Learning Outcome(s)	Targeted Objective(s)	Strategies/Resources	Evaluation Method	Timeline	
				Implementation	Completion
1. Completes multidimensional assessments with infants and toddlers.	a. Identify three (3) multidimensional assessments for infants and toddlers that I want training in.	-Review agency assessments. -Consult with the Rural Institute. -Consult with other Child and Family Providers.	The Rural Institute and myself will mutually agree as to the applicability of the three (3) multidimensional assessments.	8/1/92	10/1/92
	b. Assess and score two children with each developmental assessment.	-Rural Institute will provide training in each developmental assessment.	The Rural Institute will review each assessment for accuracy for scoring.	10/1/92	6/30/93
2. Utilizes a variety of methods to gather information related to a family's wants, concerns, resources, and strengths.	a. Learns five (5) to ten (10) information gathering techniques.	-The Rural Institute will provide technical assistance in information gathering techniques. -I will review the current literature on information gathering.	I will complete information gathering with two (2) families.	9/15/92	2/1/93

Learning Facilitator Cooperative Learning Outcome(s)	Targeted Objective(s)	Strategies/Resources	Evaluation Method	Timeline	
				Implementation	Completion
3. Knows how to obtain family desired resources and supports, utilizing family's informal supports.	a. Learns how to identify a family's informal supports.	-The Rural Institute will provide technical assistance in identifying a family's informal supports. -I will review the current literature related to informal supports.	I will complete a handout for Family Support Specialists and Client Services Coordinators on Informal Supports.	8/15/92	12/1/92
	b. Locates family desired resources and supports using a family's informal supports.	-The Rural Institute will provide technical assistance in identifying resources.	Practice identifying resources based upon a sample of informal supports identified by a family, with review by the Rural Institute.	11/1/92	3/1/93
4. Utilizes Cooperative Learning.	a. Arranges learning setting and plans training materials to promote interdependence.	-Consults with the Rural Institute. -Researches materials to be utilized in training. -Utilizes cooperative learning materials for reference.	Conducts six training sessions with staff and the Rural Institute reviewing the setting and the materials.	10/1/92	6/30/93

Learning Facilitator Cooperative Learning Outcome(s)	Targeted Objective(s)	Strategies/Resources	Evaluation Method	Timeline	
				Implementation	Completion
	b. Explains the training task and structures goal interdependence.	-Consults with the Rural Institute. -Utilizes cooperative learning materials for reference.	Conducts six training sessions with staff evaluating the clarity of the training task and the Rural Institute reviewing the structures of goal interdependence.	10/1/92	6/30/93
	c. Provides task assistance and prompts cooperative skills.	-Consults with the Rural Institute. -Utilizes cooperative learning materials for reference.	Conducts six training sessions with the Rural Institute evaluating the use of task assistance and prompting staff to use cooperative skills.	10/1/92	6/30/93
	d. Structures individual accountability, monitors learner behavior, and evaluates team member's learning.	-Consults with the Rural Institute. -Utilizes cooperative learning materials for reference	Conducts six training sessions with the Rural Institute evaluating the methods used in assuring individual accountability, monitoring learner behavior, and evaluating team member's learning.	10/1/92	6/30/93

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Learning Facilitator Cooperative Learning Outcome(s)	Targeted Objective(s)	Strategies/Resources	Evaluation Method	Timeline	
				Implementation	Completion
	e. Provides closure to training sessions/activities and assesses how well the group functioned.	-Consults with the Rural Institute. -Utilizes cooperative learning materials for reference.	Conducts six training sessions that provides closure to the training sessions/activities and I will assess how well the group functioned. The Rural Institute will review the data.	10/1/92	6/30/93
4. Utilizes Peer Coaching Techniques.	a. Demonstrates peer coaching.	-Training and technical assistance will be provided by the Rural Institute.	The Rural Institute will evaluate.	2/1/93	6/30/93
	b. Demonstrates observation skills with another's use of peer coaching techniques.	-Training and technical assistance will be provided by the Rural Institute.	Reliability of observation skills of another's peer coaching techniques will be completed in cooperation with the Rural Institute.	2/1/93	6/30/93
	c. Implements/ Conducts a coaching conference which includes the following:	-Training and technical assistance will be provided by the Rural Institute.	The Rural Institute will evaluate a peer coaching conference to insure that all of topics listed under c have been met.	2/1/93	6/30/93

Learning Facilitator Cooperative Learning Outcome(s)	Targeted Objective(s)	Strategies/Resources	Evaluation Method	Timeline	
				Implementation	Completion
	-Provides support and encouragement; -Provides technical feedback regarding the application/use of peer coaching; -Analyzes adaptations of peer coaching skills; and -Examines adaptations of peer coaching skills or strategies to use in different situations.				

Name: Snecky Agency: ______ Date: ______

GOAL ATTAINMENT SCALE

Scale Attainment Levels	Outcome 1 Roles (W1 =) Follow-up Date:	Outcome 2 ~~listening~~ Paraphrasing (W2 =) Follow-up Date:	Outcome 3 active listening (W3 =) Follow-up Date:	Outcome 4 understanding of differences between trad. + coop. learning (W4 =) Follow-up Date:	Outcome 5 Group facilitation (W5 =) Follow-up Date:
Best Expected Result +2	structure a lesson using roles ☐	use paraphrasing in a h.v. or in our work 12/94	use active listening in a h.v. 12-94	structure a lesson using the 5 elements of coop. learning ☐	facilitate one part of a cooperative learning group 4-11
More Than Expected Result +1	be able to take on anyone of 6 roles in group situation ☐	use paraphrasing with friends or family 12/94	use a.l. w family or friends 11-30	recognize 1 element in a cooperative learning lesson 1-10	understand ① task skills + ② social skills maintenance of a facilitator 1-31
Expected Result 0	take on one role in a group situation 1-10	use paraphrasing in CLASS spontaneously ☐	use active listening in role play 11-29	define the 5 elements of cooperative learning 1-10	define reason for different cooperative learning groups 6-13
Less Than Expected Result -1	explain roles to group 11-29	role play of paraphrasing 11-29	know steps of active listening 11-29	give examples of happenings in a cooperative learning group 1-10-94 ✓	list the attributes of a good facilitator 1/31
Worst Expected Result -2	Know definitions of each role 11-29	definition of paraphrasing 11-29-93 ☐	know defn. of active listening 11-29	give examples of what happens in traditional learning group 1-10-94 ✓	non use of cooperative learning (understanding of reasons for [illegible]) 1/31

✓ = Baseline

X = Follow up Attainment Level Performance

APPENDIX F

QUESTIONNAIRE DATA
Family Support
Specialists

PROJECT CLASS
FAMILY SUPPORT SPECIALIST SURVEY RESULTS

INFORMATION ABOUT YOU:

1. **WHICH JOB TITLE BEST FITS YOUR POSITION?** (check only one)

		1st Teams	2nd Teams
a.	Family Support Specialist/ Child Development Specialist	71%	85%
b.	Habilitation Aide	0%	0%
c.	Program Director	5%	6%
d.	Educational Aide	0%	0%
e.	Executive Director	5%	3%
f.	Social Worker/Intake	0%	0%
g.	Other______________	19%	6%

2. **WHAT IS YOUR GENDER?**

	1st Teams	2nd Teams
Male	5%	3%
Female	95%	97%
No Response	0%	0%

3. **WHAT IS YOUR AGE?**

		1st Teams	2nd Teams
a.	20 yrs or under	0%	0%
b.	20-29	10%	18%
c.	30-39	28%	24%
d.	40-49	57%	55%
e.	50+	5%	3%

4. **HOW MAY YEARS, COUNTING THIS YEAR, HAVE YOU WORKED IN A CHILD AND FAMILY SERVICE PROVIDER (CFSP) AGENCY?**

	1st Teams	2nd Teams
Mean	6.8	6.8

5. WHAT CFSP AGENCY DO YOU WORK FOR NOW?

	1st Teams	2nd Teams
DEAP	4	3
Family Outreach	3	16
Quality Life	4	2
STEP	4	6
Billings Public Schools	1	3
CDC	5	4
	21	34

6. HOW MANY YEARS, INCLUDING THIS YEAR, HAVE YOU WORKED AT THIS AGENCY?

	1st Teams	2nd Teams
Mean	5.4	6.7

7. PLEASE CIRCLE THE HIGHEST ACADEMIC DEGREES YOU HAVE COMPLETED, AND INDICATE YOUR MAJOR/SPECIALTY AREA.

		1st Teams	2nd Teams
a.	Associate's degree	0%	0%
b.	Bachelor's degree	76%	59%
c.	Master's degree	24%	35%
d.	Doctorate degree	0%	0%
e.	Partially completed degree	0%	6%

8. TO WHICH OF THE FOLLOWING PROFESSIONAL ORGANIZATIONS DO YOU CURRENTLY BELONG?

a.	National Association for the Education of Young Children	5%	3%
b.	Council for Exceptional Children	52%	65%
c.	Division of Early Childhood	9%	12%
d.	The Association for Persons with Severe Handicaps	0%	3%
e.	American Assn on Mental Retardation	0%	0%
f.	Other______________________	0%	9%
g.	No Response	34%	8%

OUTCOMES OF TRAINING:

9. **PLEASE CHECK THE BOX OF THE TOPICS FOR WHICH YOU RECEIVED TRAINING DURING YOUR INVOLVEMENT WITH PROJECT CLASS?**

		1st Teams	2nd Teams
a.	Communication skills	83%	74%
b.	Conflict management skills	71%	59%
c.	Completing multidimensional assessments	14%	21%
d.	Family information gathering	19%	24%
e.	Developing IFSP's	29%	26%
f.	Implementing educational activities with children and families	5%	3%
g.	Coordinating formal and informal supports	14%	6%
h.	Obtaining resources and supports desired by the family	24%	12%
i.	Monitoring the delivery of services and supports	5%	6%
j.	Evaluating and implementing IFSP's	29%	18%
k.	Transition planning	19%	21%
l.	Others ____________________	0%	24%

10. **DID YOU RECEIVE OTHER TRAINING (E.G., CONFERENCE, WORKSHOP, INSERVICE TRAINING) ON THE TOPICS YOU INDICATED IN #9 DURING THE TIME PERIOD YOU WERE ENROLLED IN PROJECT CLASS TRAINING?**

	1st Teams	2nd Teams
Yes	9%	53%
No	91%	44%
No Response	0%	3%

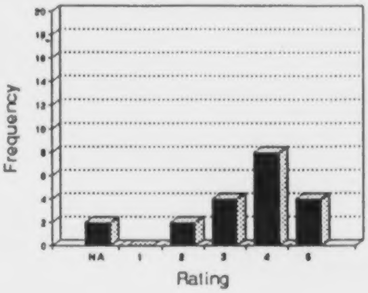
AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

1ST TEAMS **2ND TEAMS**

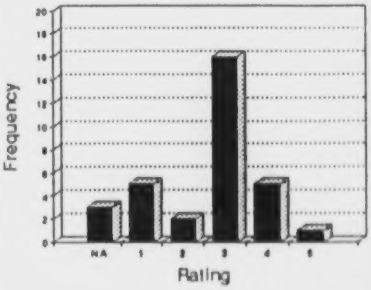
11. I learned new knowledge related to early intervention.

Value	1st Teams	2nd Teams
NR	1	2
NA	2	3
1	0	5
2	2	2
3	4	16
4	8	5
5	4	1
Mean	4.3	2.8

None A great deal
NA 1 2 3 4 5



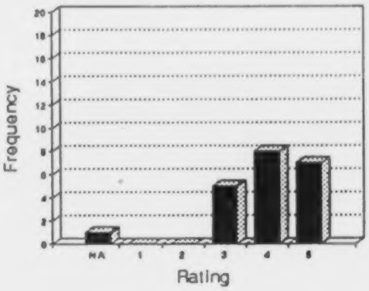
None A great deal
NA 1 2 3 4 5



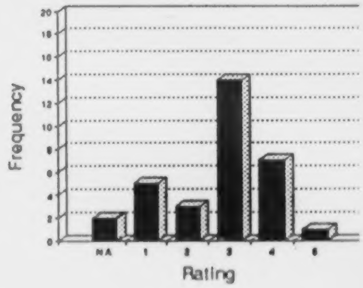
12. I learned new skills related to early intervention.

Value	1st Teams	2nd Teams
NR	0	2
NA	1	2
1	0	5
2	0	3
3	5	14
4	8	7
5	7	1
Mean	4.1	2.8

None Many
NA 1 2 3 4 5



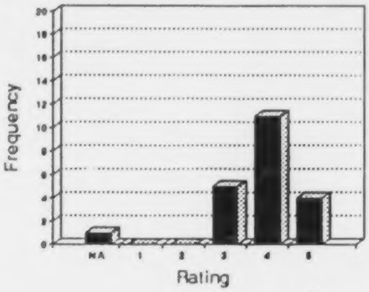
None Many
NA 1 2 3 4 5



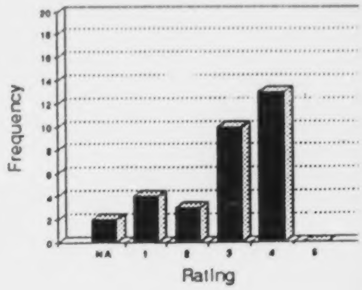
13. I practiced new skills related to early intervention.

Value	1st Teams	2nd Teams
NR	0	2
NA	1	2
1	0	4
2	0	3
3	5	10
4	11	13
5	4	0
Mean	4.0	3.1

Never Always
NA 1 2 3 4 5



Never Always
NA 1 2 3 4 5



AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

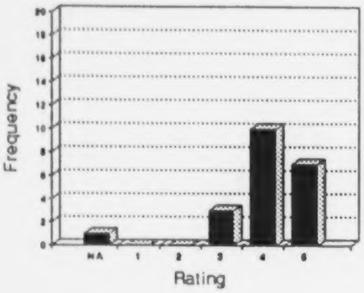
1ST TEAMS 2ND TEAMS

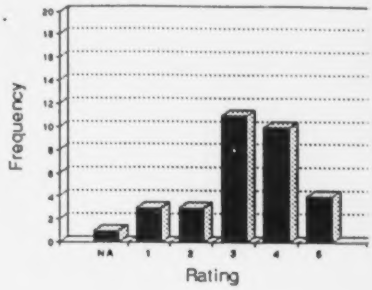
14. I refined existing skills related to early intervention.

Not at all To a great extent
NA 1 2 3 4 5

Not at all To a great extent
NA 1 2 3 4 5

Value	1st Teams	2nd Teams
NR	0	2
NA	1	1
1	0	3
2	0	3
3	3	11
4	10	10
5	7	4
Mean	4.2	3.3



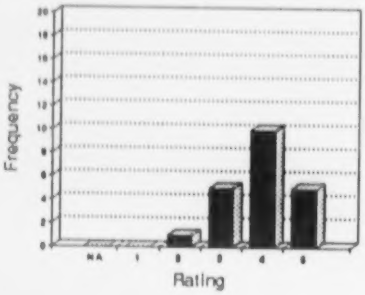


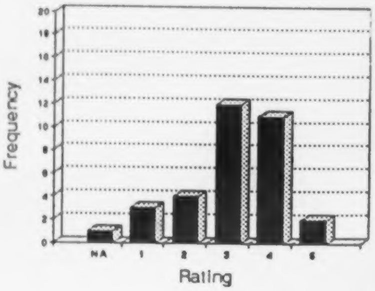
15. I used new knowledge and skills gained through CLASS with other professionals.

Never Always
NA 1 2 3 4 5

Never Always
NA 1 2 3 4 5

Value	1st Teams	2nd Teams
NR	0	1
NA	0	1
1	0	3
2	1	4
3	5	12
4	10	11
5	5	2
Mean	3.9	3.2



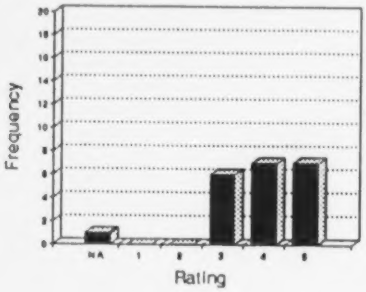


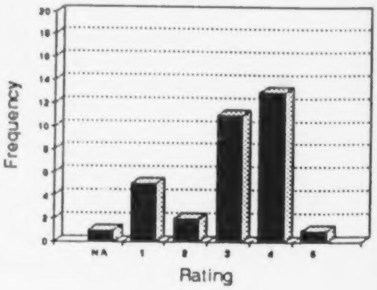
16. I used new knowledge and skills gained through CLASS with families.

Never Always
NA 1 2 3 4 5

Never Always
NA 1 2 3 4 5

Value	1st Teams	2nd Teams
NR	0	1
NA	1	1
1	0	5
2	0	2
3	6	11
4	7	13
5	7	1
Mean	4.1	3.1





AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

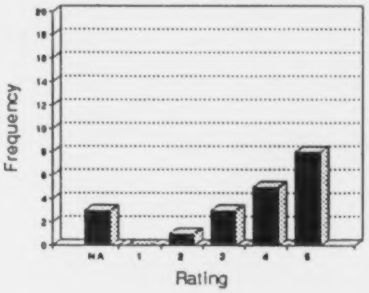
1ST TEAMS 2ND TEAMS

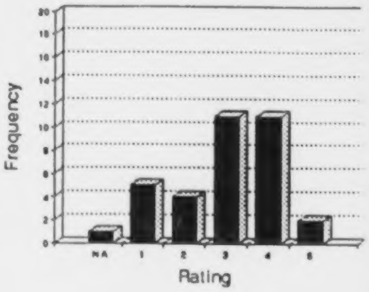
17. I learned new problem-solving skills (e.g., related to identifying a problem...)

1st Teams: None ... Many — NA 1 2 3 4 5

2nd Teams: None ... Many — NA 1 2 3 4 5

Value	1st Teams	2nd Teams
NR	1	0
NA	3	1
1	0	5
2	1	4
3	3	11
4	5	11
5	8	2
Mean	4.2	3.0



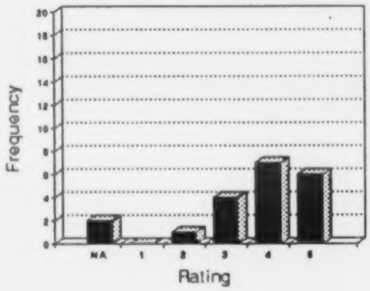


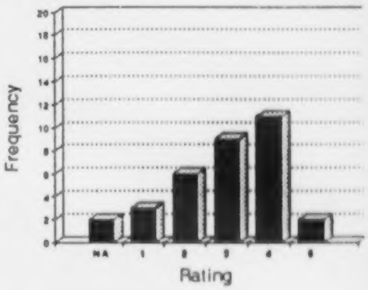
18. I refined existing problem-solving skills.

1st Teams: Not at all ... To a great extent — NA 1 2 3 4 5

2nd Teams: Not at all ... To a great extent — NA 1 2 3 4 5

Value	1st Teams	2nd Teams
NR	1	1
NA	2	2
1	0	3
2	1	6
3	4	9
4	7	11
5	6	2
Mean	4.0	3.1



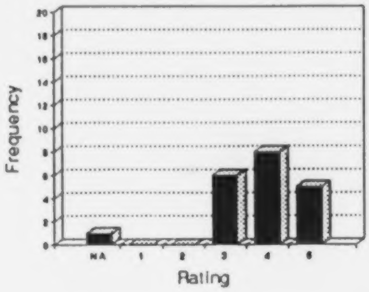


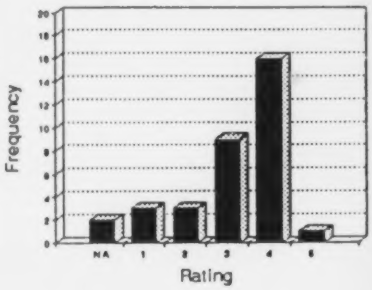
19. I used problem-solving skills gained through Project CLASS with my learning team.

1st Teams: Never ... Always — NA 1 2 3 4 5

2nd Teams: Never ... Always — NA 1 2 3 4 5

Value	1st Teams	2nd Teams
NR	1	0
NA	1	2
1	0	3
2	0	3
3	6	9
4	8	16
5	5	1
Mean	3.9	3.3





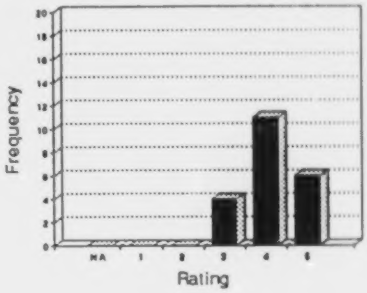
AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

1ST TEAMS 2ND TEAMS

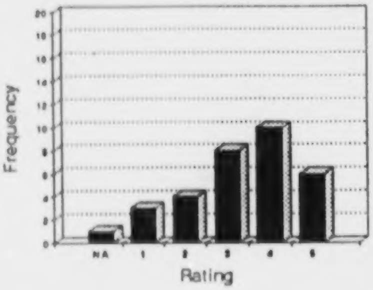
20. I reflect about my skills and work (e.g., think more about what I say, do, and feel.)

Value	1st Teams	2nd Teams
NR	0	2
NA	0	1
1	0	3
2	0	4
3	4	8
4	11	10
5	6	6
Mean	4.1	3.4

Not at all To a great extent
NA 1 2 3 4 5



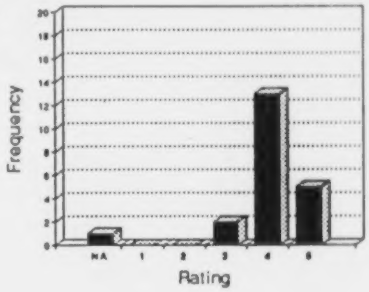
Not at all To a great extent
NA 1 2 3 4 5



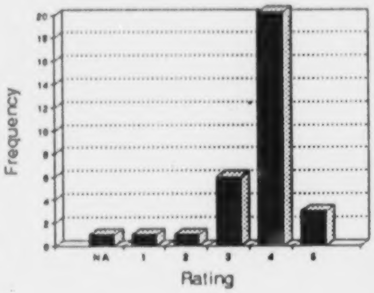
21. I consider alternative points of view about an issue.

Value	1st Teams	2nd Teams
NR	0	1
NA	1	1
1	0	1
2	0	1
3	2	6
4	13	21
5	5	3
Mean	4.2	3.8

Never Always
NA 1 2 3 4 5



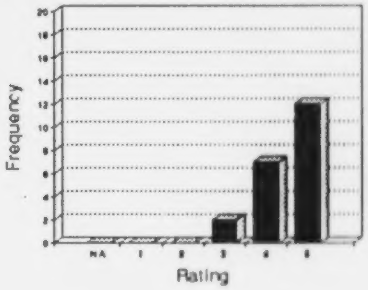
Never Always
NA 1 2 3 4 5



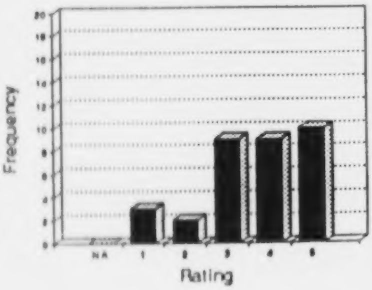
22. I learned new skills regarding participation on a team.

Value	1st Teams	2nd Teams
NR	0	1
NA	0	0
1	0	3
2	0	2
3	2	9
4	7	9
5	12	10
Mean	4.5	3.6

None Many
NA 1 2 3 4 5



None Many
NA 1 2 3 4 5



AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

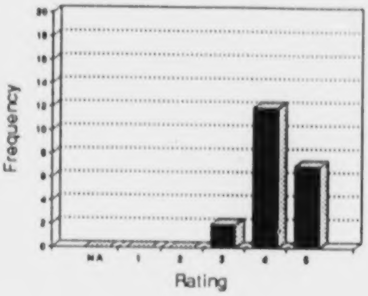
1ST TEAMS 2ND TEAMS

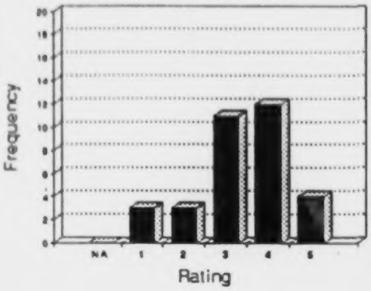
23. I refined existing skills related to collaborating on a team.

Value	1st Teams	2nd Teams
NR	0	1
NA	0	0
1	0	3
2	0	3
3	2	11
4	12	12
5	7	4
Mean	4.2	3.3

Not at all A great deal
NA 1 2 3 4 5

Not at all A great deal
NA 1 2 3 4 5



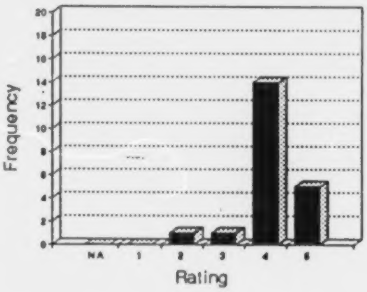


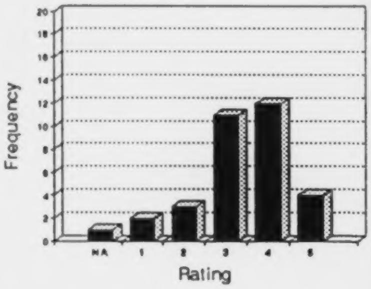
24. I practiced new skills regarding participation on a team.

Value	1st Teams	2nd Teams
NR	0	1
NA	0	1
1	0	2
2	1	3
3	1	11
4	14	12
5	5	4
Mean	4.1	3.4

Never Always
NA 1 2 3 4 5

Never Always
NA 1 2 3 4 5



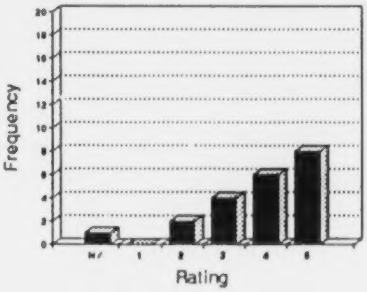


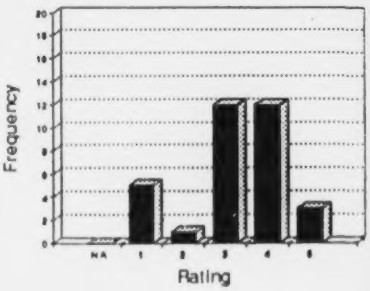
25. I have used the collaborative and social skills that I learned in Project CLASS when I participated on a team with...

Value	1st Teams	2nd Teams
NR	0	1
NA	1	0
1	0	5
2	2	1
3	4	12
4	6	12
5	8	3
Mean	4.0	3.2

Never Always
NA 1 2 3 4 5

Never Always
NA 1 2 3 4 5





26. **SINCE PROJECT CLASS TRAINING HAS BEGUN, HAVE YOU OBSERVED CLASS TRAINING METHODS BEING USED DURING OTHER EVENTS IN YOUR AGENCY?**

	1st Teams	2nd Teams
Yes	95%	47%
No	5%	6%
No Response	0%	47%

26a. **I NOTICED CHANGES IN THE FOLLOWING AGENCY ACTIVITIES RELATED TO PROJECT CLASS:**

		1st Teams	2nd Teams
a.	Quarterly reviews	29% ⑤	12% ⑨
b.	Evaluation process/procedures by supervisor	38% ④	35% ⑤
c.	Staff meetings	86% ①	68% ①
d.	Small groups that perform specific tasks	71% ②	62% ②
e.	Presentations by staff	71% ②	50% ③
f.	Discussions among staff...	57% ③	24% ⑦
g.	Agency methods for planning	71% ②	44% ④
h.	Staff participation in decision-making...	57% ③	29% ⑥
i.	Other(s)_______________	0%	15% ⑧

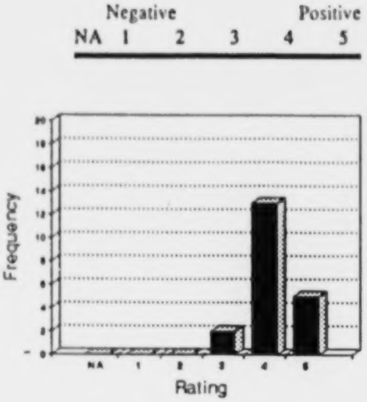
27. **PLEASE DESCRIBE HOW PROJECT CLASS TRAINING HAS INFLUENCED YOUR RELATIONSHIPS WITH THE FOLLOWING PEOPLE:** (Please refer to the scale below)

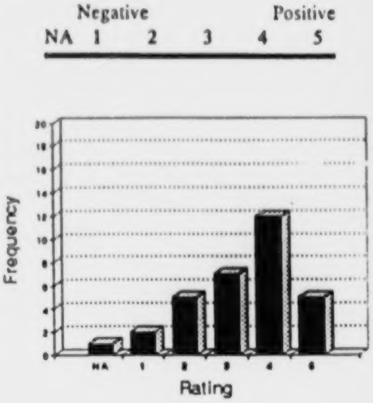
	Very Negative Change in Relationships		No Change in Relationships		Very Positive Change in Relationships
NA	1	2	3	4	5

		1st Teams Mean	2nd Teams Mean
a.	Coworkers	4.2 ③	3.6 ④
b.	Learning Team Members	4.5 ①	4.0 ①
c.	Learning Facilitators	4.4 ②	3.7 ③
d.	Supervisors	3.9 ⑤	3.7 ③
e.	Colleagues outside your agency	3.9 5	3.6 ④
f.	Families whom you serve	4.0 ④	3.8 ②
g.	Board Members	3.3 ⑥	3.5 ⑤
h.	Other	4.2 ③	3.7 ③

28. **HOW HAS PROJECT CLASS INFLUENCED YOUR AGENCY'S "CLIMATE"** (i.e., the overall mood or atmosphere of your agency such as whether the agency climate could be described as open or closed, hostile or caring, flexible or rigid)?

Value	1st Teams	2nd Teams
NR	1	2
NA	0	1
1	0	2
2	0	5
3	2	7
4	13	12
5	5	5
Mean	4.2	3.4





CHARACTERISTICS OF LEARNING IN TEAMS

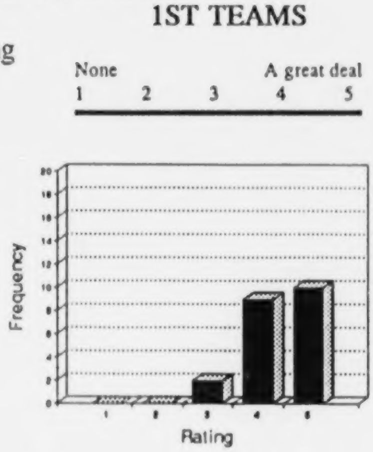
29. **OVERALL, WHICH OF THE FOLLOWING OCCURRED IN THE PROJECT CLASS TRAINING SESSIONS THAT YOU PARTICIPATED IN** (check all the apply).

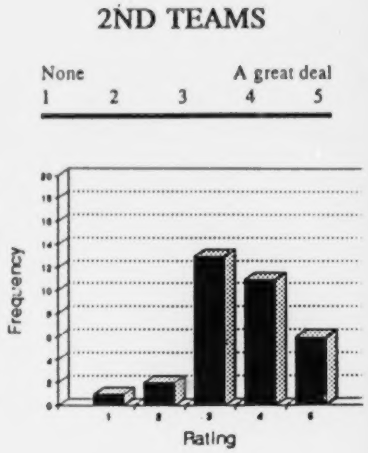
		1st Teams	2nd Teams
a.	An explanation of the need for the skill	95%	76%
b.	A demonstration of the skill	100%	79%
c.	An opportunity to observe others practicing the skill	100%	74%
d.	An opportunity to practice the skill	100%	94%
e.	A time to discuss and reflect on your use of the skill	95%	91%
f.	Feedback was provided regarding use of the skill	90%	76%

IN GENERAL, DURING THE PROJECT CLASS TRAINING:

30. How much energy did you invest in learning during training?

Value	1st Teams	2nd Teams
NR	0	1
1	0	1
2	0	2
3	2	13
4	9	11
5	10	6
Mean	4.4	3.6





IN GENERAL, DURING PROJECT CLASS TRAINING:

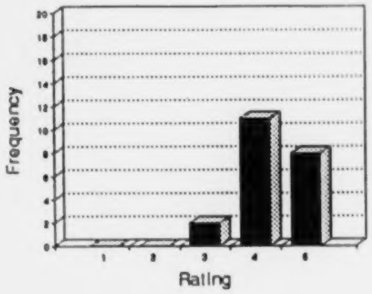
1ST TEAMS

2ND TEAMS

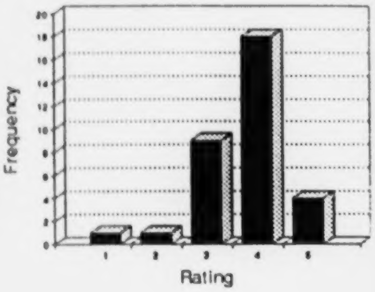
31. How often did you give support to other team members?

Value	1st Teams	2nd Teams
NR	0	1
1	0	1
2	0	1
3	2	9
4	11	18
5	8	4
Mean	4.3	3.9

Never 1 2 3 4 5 Always



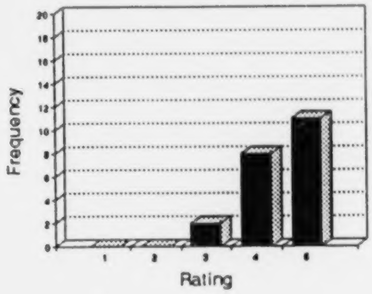
Never 1 2 3 4 5 Always



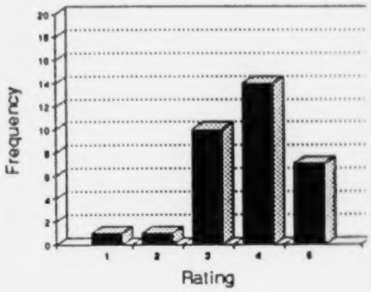
32. How much support and encouragement did you receive from other team members?

Value	1st Teams	2nd Teams
NR	0	1
1	0	1
2	0	1
3	2	10
4	8	14
5	11	7
Mean	4.4	3.8

None 1 2 3 4 5 A great deal



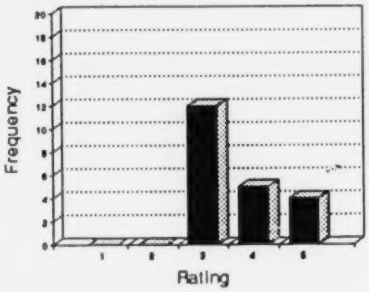
None 1 2 3 4 5 A great deal



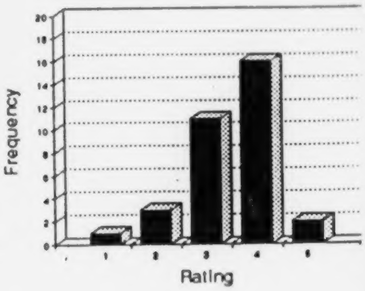
33. How often did you offer technical assistance to other team members?

Value	1st Teams	2nd Teams
NR	0	1
1	0	1
2	0	3
3	12	11
4	5	16
5	4	2
Mean	3.6	3.5

Never 1 2 3 4 5 Always



Never 1 2 3 4 5 Always



IN GENERAL, DURING PROJECT CLASS TRAINING:

1ST TEAMS

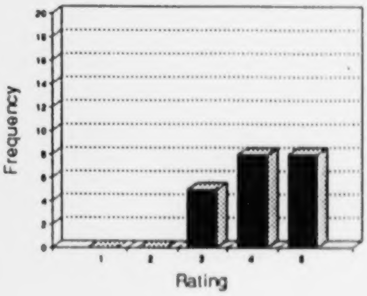
2ND TEAMS

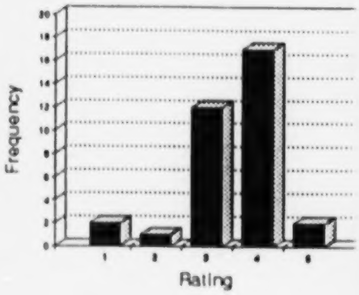
34. How often did you receive technical assistance from other team members?

Value	1st Teams	2nd Teams
NR	0	1
1	0	2
2	0	1
3	5	12
4	8	17
5	8	2
Mean	4.1	3.6

Never Always
1 2 3 4 5

Never Always
1 2 3 4 5



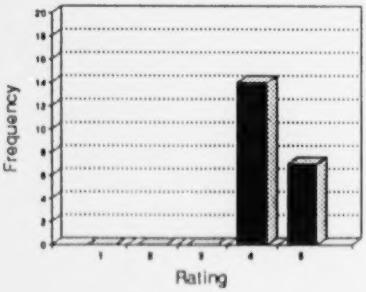


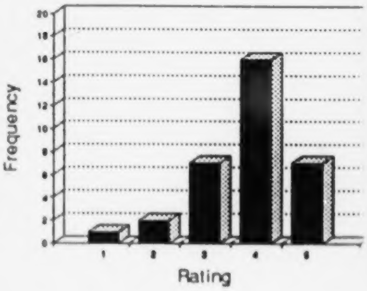
35. When you participated, how much did you contribute?

Value	1st Teams	2nd Teams
NR	0	1
1	0	1
2	0	2
3	0	7
4	14	16
5	7	7
Mean	4.3	3.8

None A great deal
1 2 3 4 5

None A great deal
1 2 3 4 5



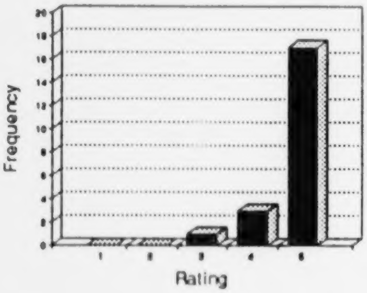


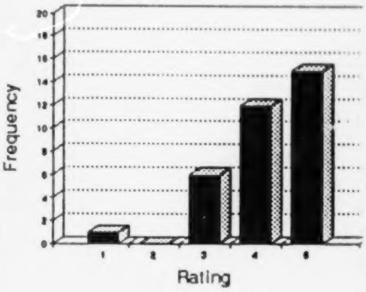
36. Did you have opportunities for asking questions and obtaining answers?

Value	1st Teams	2nd Teams
NR	0	0
1	0	1
2	0	0
3	1	6
4	3	12
5	17	15
Mean	4.8	4.2

No opportunity Much opportunity
1 2 3 4 5

No opportunity Much opportunity
1 2 3 4 5



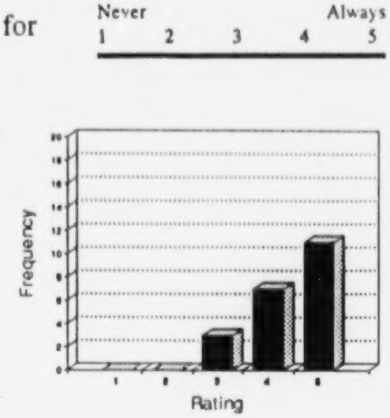


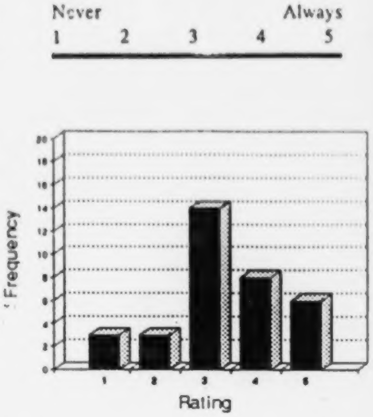
IN GENERAL, DURING PROJECT CLASS TRAINING:

1ST TEAMS 2ND TEAMS

37. How often did you set your own goals for learning?

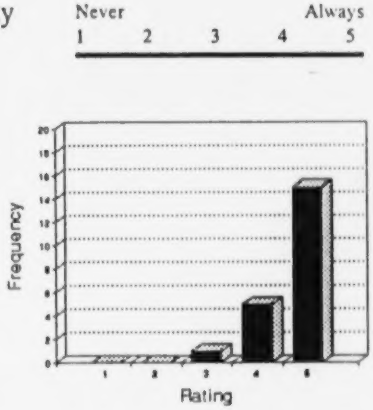
Value	1st Teams	2nd Teams
NR	0	0
1	0	3
2	0	3
3	3	14
4	7	8
5	11	6
Mean	4.4	3.3

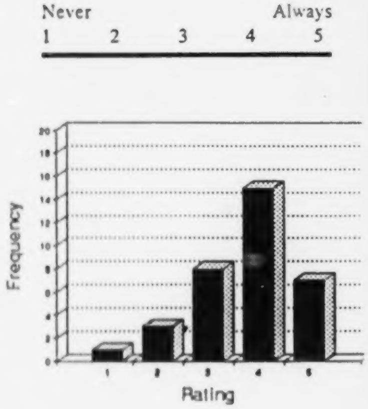




38. How often did the training utilize a variety of resources?

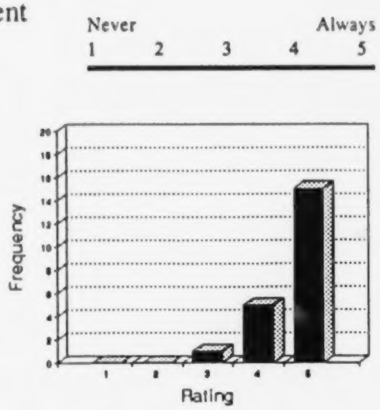
Value	1st Teams	2nd Teams
NR	0	0
1	0	1
2	0	3
3	1	8
4	5	15
5	15	7
Mean	4.7	3.7

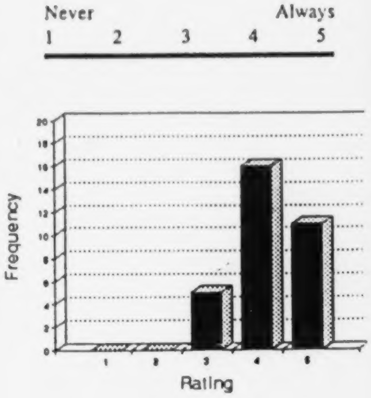




39. How often did training involve different formats?

Value	1st Teams	2nd Teams
NR	0	2
1	0	0
2	0	0
3	1	5
4	5	16
5	15	11
Mean	4.7	3.9





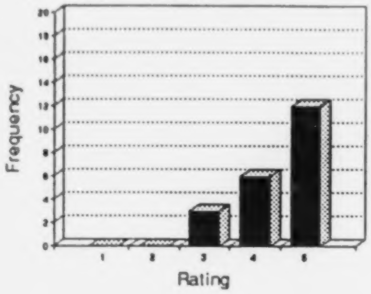
IN GENERAL, DURING PROJECT CLASS TRAINING:

1ST TEAMS 2ND TEAMS

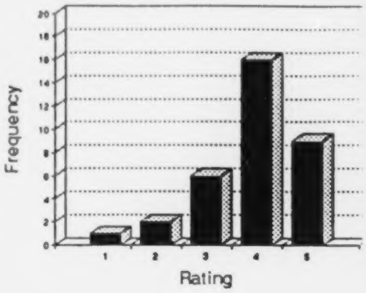
40. How often did practice involve different kinds of formats?

Value	1st Teams	2nd Teams
NR	0	0
1	0	1
2	0	2
3	3	6
4	6	16
5	12	9
Mean	4.4	3.9

Never Always
1 2 3 4 5



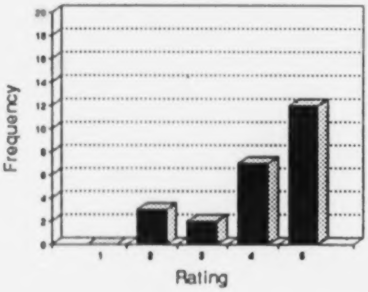
Never Always
1 2 3 4 5



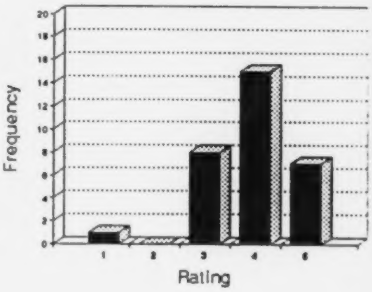
41. How often did you have the opportunity to practice with new skills?

Value	1st Teams	2nd Teams
NR	0	0
1	0	1
2	3	0
3	2	8
4	7	15
5	12	7
Mean	4.5	3.5

Never Always
1 2 3 4 5



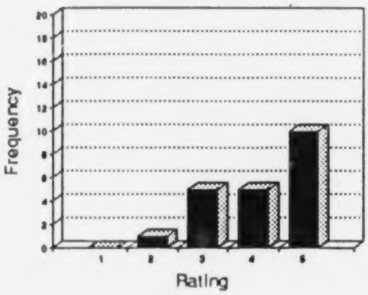
Never Always
1 2 3 4 5



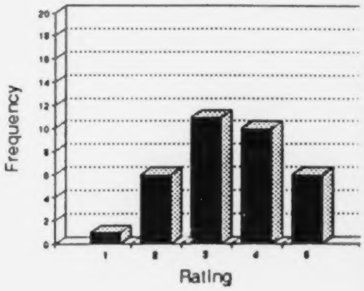
42. How often did you practice refinements of existing skills?

Value	1st Teams	2nd Teams
NR	0	0
1	0	1
2	1	6
3	5	11
4	5	10
5	10	6
Mean	4.1	3.4

Never Always
1 2 3 4 5



Never Always
1 2 3 4 5



IN GENERAL, DURING PROJECT CLASS TRAINING:

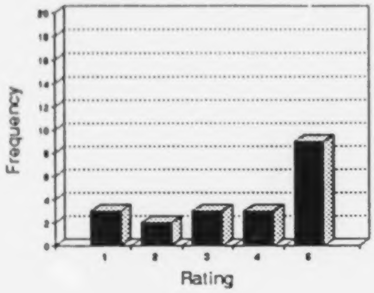
1ST TEAMS

2ND TEAMS

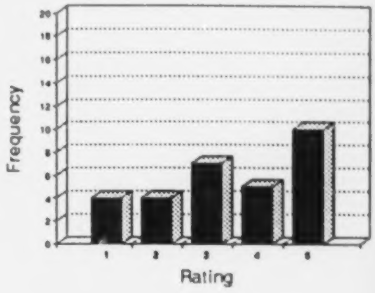
43. In general, how many training sessions occurred for each topic?

Value	1st Teams	2nd Teams
NR	1	4
1	3	4
2	2	4
3	3	7
4	3	5
5	9	10
Mean	3.7	3.4

1 Session/topic Many Sessions/topic
1 2 3 4 5



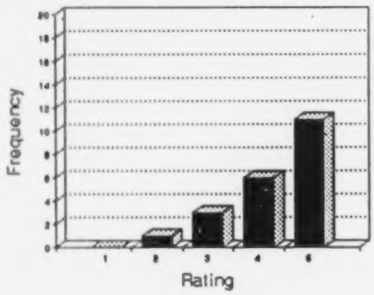
1 Session/topic Many Sessions/topic
1 2 3 4 5



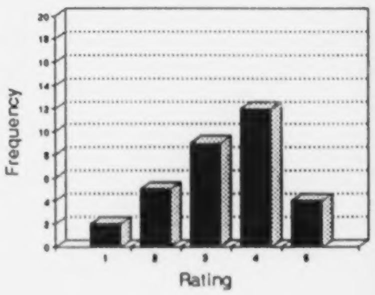
44. Did you have opportunities to brainstorm alternatives of the skills?

Value	1st Teams	2nd Teams
NR	0	2
1	0	2
2	1	5
3	3	9
4	6	12
5	11	4
Mean	4.3	3.3

No Opportunity Many Opportunities
1 2 3 4 5



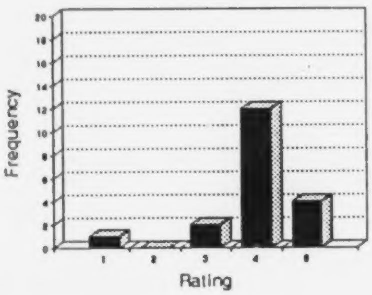
No Opportunity Many Opportunities
1 2 3 4 5



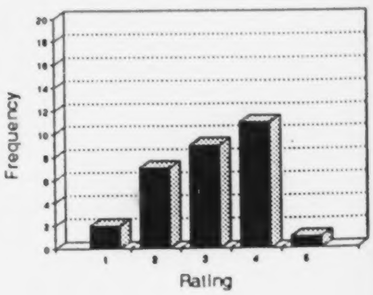
45. How often did you have an opportunity to practice the skills before you used them with families?

Value	1st Teams	2nd Teams
NR	2	4
1	1	2
2	0	7
3	2	9
4	12	11
5	4	1
Mean	3.9	3.1

Never Always
1 2 3 4 5



Never Always
1 2 3 4 5



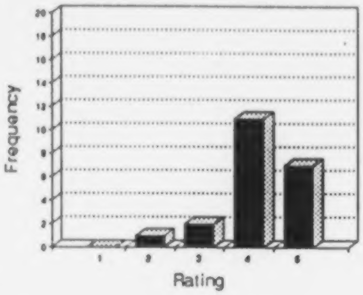
IN GENERAL, DURING PROJECT CLASS TRAINING:

46. How often was your progress in learning the skill and accomplishing tasks reviewed?

Value	1st Teams	2nd Teams
NR	0	1
1	0	3
2	1	7
3	2	9
4	11	13
5	7	1
Mean	4.1	3.1

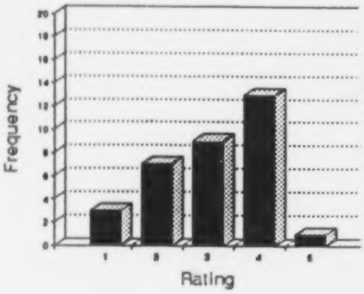
1ST TEAMS

Never 1 2 3 4 5 Always



2ND TEAMS

Never 1 2 3 4 5 Always



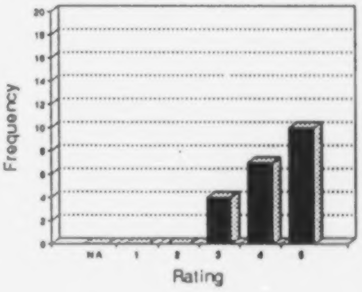
ACCEPTABILITY:

47. If you acquired new knowledge and skills through Project CLASS, how useful were the knowledge and skills in your interactions with families and other professionals?

Value	1st Teams	2nd Teams
NR	0	1
NA	0	1
1	0	3
2	0	4
3	4	5
4	7	13
5	10	7
Mean	4.3	3.5

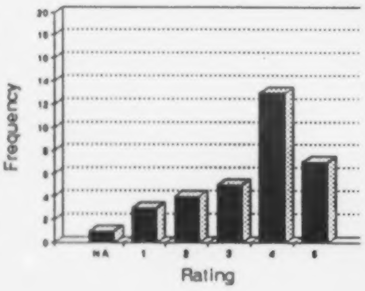
1ST TEAMS

Not useful NA 1 2 3 4 5 Very useful



2ND TEAMS

Not useful NA 1 2 3 4 5 Very useful

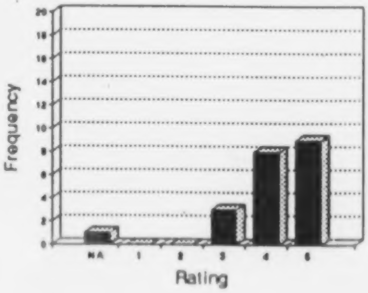


1ST TEAMS **2ND TEAMS**

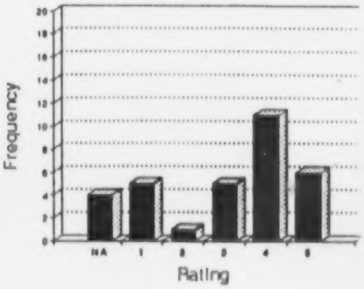
48. If you noticed changes in agency events, routines, processes, or procedures that you believe were linked to Project CLASS, how beneficial do you think these changes were?

Value	1st Teams	2nd Teams
NR	0	2
NA	1	4
1	0	5
2	0	1
3	3	5
4	8	11
5	9	6
Mean	4.3	3.4

1ST TEAMS:
Not beneficial Very beneficial
NA 1 2 3 4 5



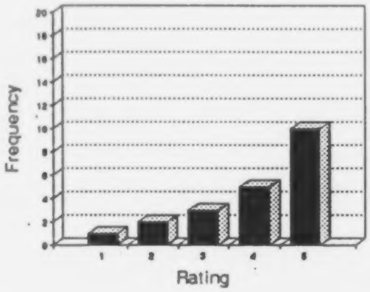
2ND TEAMS:
Not beneficial Very beneficial
NA 1 2 3 4 5



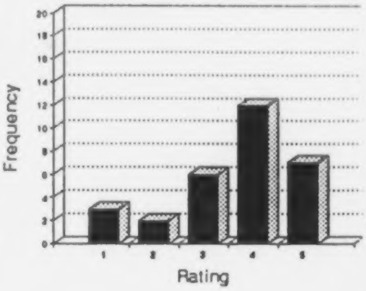
49. To what extent do you believe Project CLASS training methods modeled family-centered services?

Value	1st Teams	2nd Teams
NR	0	4
1	1	3
2	2	2
3	3	6
4	5	12
5	10	7
Mean	4.0	3.6

1ST TEAMS:
Never modeled Always modeled
1 2 3 4 5



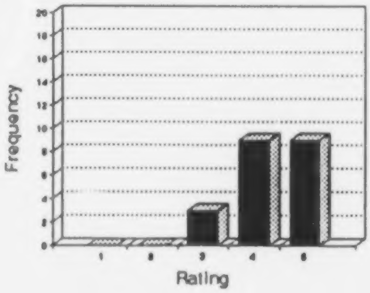
2ND TEAMS:
Never modeled Always modeled
1 2 3 4 5



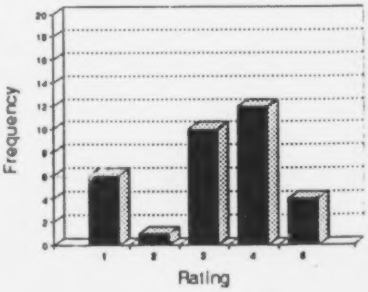
50. To what extent did Project CLASS training meet your needs?

Value	1st Teams	2nd Teams
NR	0	1
1	0	6
2	0	1
3	3	10
4	9	12
5	9	4
Mean	4.3	3.2

1ST TEAMS:
Never Always
1 2 3 4 5



2ND TEAMS:
Never Always
1 2 3 4 5

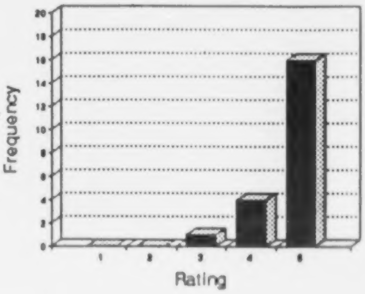


1ST TEAMS **2ND TEAMS**

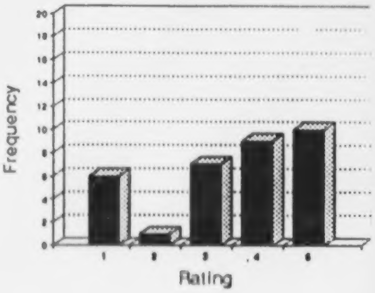
51. How satisfied were you with Project CLASS training?

Value	1st Teams	2nd Teams
NR	0	1
1	0	6
2	0	1
3	1	7
4	4	9
5	16	10
Mean	4.7	3.5

1ST TEAMS: Not satisfied 1 2 3 4 5 Very satisfied



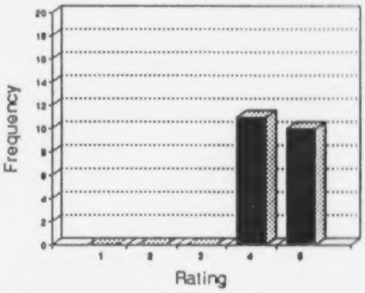
2ND TEAMS: Not satisfied 1 2 3 4 5 Very satisfied



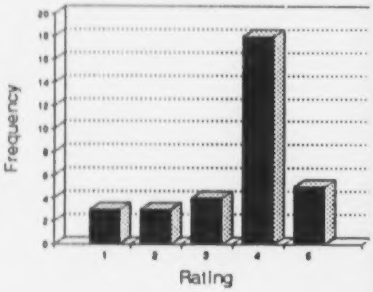
52. How closely did Project CLASS methods match your values about learning and training?

Value	1st Teams	2nd Teams
NR	0	1
1	0	3
2	0	3
3	0	4
4	11	18
5	10	5
Mean	4.5	3.6

1ST TEAMS: Not at all 1 2 3 4 5 Matched exactly



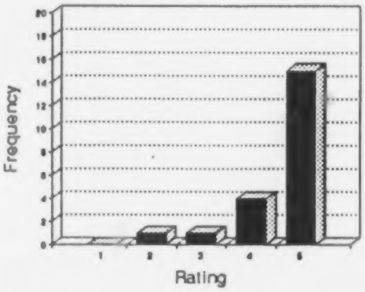
2ND TEAMS: Not at all 1 2 3 4 5 Matched exactly



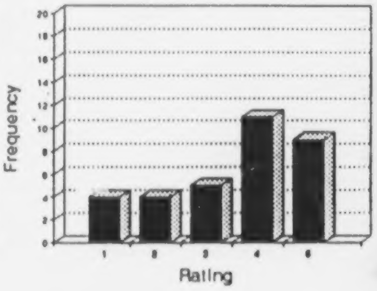
53. Given the opportunity again, how often would you choose to participate in training that utilized Project CLASS training methods?

Value	1st Teams	2nd Teams
NR	0	1
1	0	4
2	1	4
3	1	5
4	4	11
5	15	9
Mean	4.6	3.5

1ST TEAMS: Never 1 2 3 4 5 Always



2ND TEAMS: Never 1 2 3 4 5 Always



1ST TEAMS

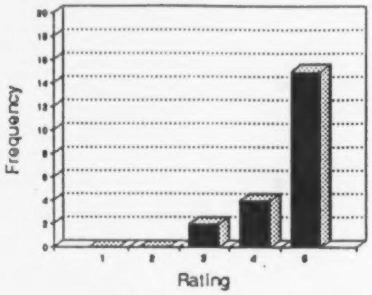
Not recommend Would recommend
1 2 3 4 5

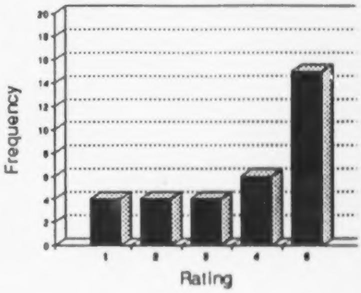
2ND TEAMS

Not recommend Would recommend
1 2 3 4 5

54. To what extent would you recommend participating in Project CLASS training for others?

Value	1st Teams	2nd Teams
NR	0	1
1	0	4
2	0	4
3	2	4
4	4	6
5	15	15
Mean	4.6	3.7





APPENDIX G

QUESTIONNAIRE DATA
Learning Facilitators

PROJECT CLASS
LEARNING FACILITATOR SURVEY RESULTS

SECTION I

INFORMATION ABOUT YOU:

1. **WHICH JOB TITLE BEST FITS YOUR POSITION?** (check only one)

		% Total
a.	Family Support Specialist/ Child Development Specialist	33%
b.	Habilitation Aide	0%
c.	Program Director	50%
d.	Educational Aide	0%
e.	Executive Director	0%
f.	Social Worker/Intake	0%
g.	Other Program Coordinator	17%

2. **WHAT IS YOUR GENDER?**

Male	17%
Female	83%

3. **WHAT IS YOUR AGE?**

a.	20 yrs or under	0%
b.	20-29	0%
c.	30-39	0%
d.	40-49	100%
e.	50+	0%

4. **HOW MAY YEARS, COUNTING THIS YEAR, HAVE YOU WORKED IN A CHILD AND FAMILY SERVICE PROVIDER (CFSP) AGENCY?**

Mean	15 years
Range	6-15 years

5. **WHAT CFSP AGENCY DO YOU WORK FOR NOW?**

DEAP	1
Family Outreach	1
Quality Life	1
STEP	1
CDC	1
Hi-Line	1

6. **HOW MANY YEARS, INCLUDING THIS YEAR, HAVE YOU WORKED AT THIS AGENCY?**

Mean	12.2 years
Range	6-15 years

7. **PLEASE CIRCLE THE HIGHEST ACADEMIC DEGREES YOU HAVE COMPLETED, AND INDICATE YOUR MAJOR/SPECIALTY AREA.**

a.	Associate's degree	0%
b.	Bachelor's degree	50%
c.	Master's degree	33%
d.	Doctorate degree	0%
e.	Partially completed degree	17%

8. **TO WHICH OF THE FOLLOWING PROFESSIONAL ORGANIZATIONS DO YOU CURRENTLY BELONG?**

a.	National Association for the Education of Young Children	17%
b.	Council for Exceptional Children	83%
c.	Division of Early Childhood	50%
d.	The Association for Persons with Severe Handicaps	17%
e.	American Assn on Mental Retardation	17%
f.	Other____________________	0%

OUTCOMES OF TRAINING:

9. **PLEASE CHECK THE BOX OF THE TOPICS FOR WHICH YOU RECEIVED TRAINING DURING YOUR INVOLVEMENT WITH PROJECT-CLASS?**

a.	Communication skills	100%
b.	Conflict management skills	100%
c.	Cooperative learning	100%
d.	Peer coaching	100%
e.	Team membership and establishing teams	83%
f.	Group processing	100%
g.	Conducting training	83%
h.	Adult learning	83%
i.	Computer networks	100%
j.	Goal attainment scale	100%

DID YOU RECEIVE OTHER TRAINING (E.G., CONFERENCE, WORKSHOP, INSERVICE TRAINING) ON THE TOPICS YOU INDICATED IN #9 DURING THE TIME PERIOD YOU WERE ENROLLED IN PROJECT CLASS TRAINING?

Yes	83%
No	17%

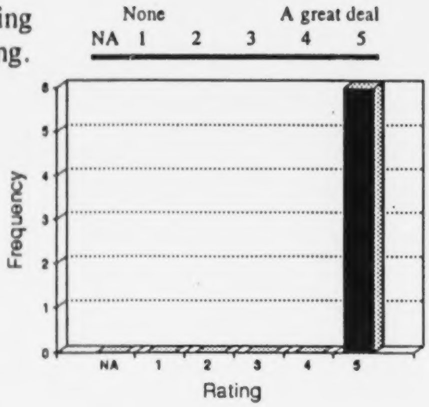
9a. **LIST THE TOPICS**

Adult learning
Cooperative learning
Communication skills
Conflict resolution
Peer coaching

AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

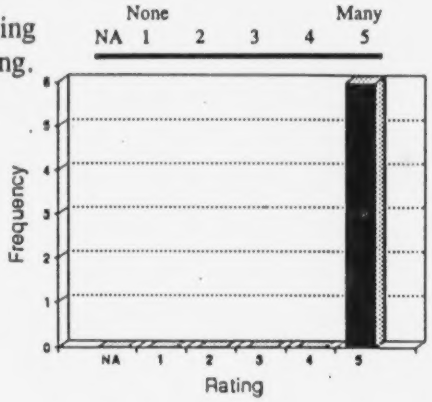
10. I learned new knowledge related to using cooperative learning as a method of training.

Value	
NR	0
NA	0
1	0
2	0
3	0
4	0
5	6
Mean	5



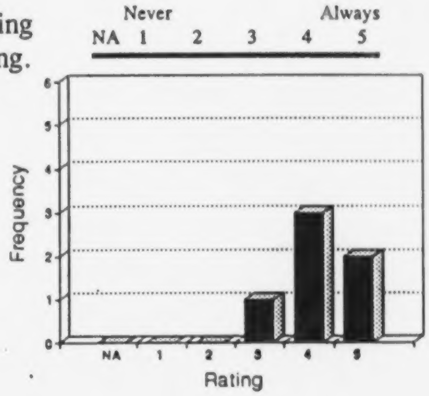
11. I learned new skills related to using cooperative learning as a method of training.

Value	
NR	0
NA	0
1	0
2	0
3	0
4	0
5	6
Mean	5



12. I practiced new skills related to using cooperative learning as a method of training.

Value	
NR	0
NA	0
1	0
2	0
3	1
4	3
5	2
Mean	4.2

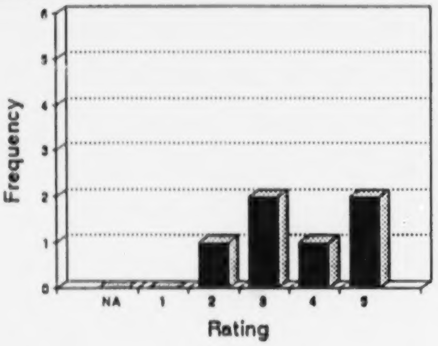


AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

13. I refined existing skills related to using cooperative learning as a method of training.

None				A great deal	
NA	1	2	3	4	5

Value	
NR	0
NA	0
1	0
2	1
3	2
4	1
5	2
Mean	3.7



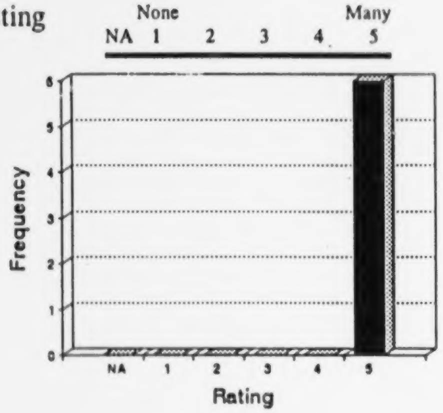
14. I used new knowledge and skills gained through CLASS with:

	Never		Sometimes		Always
NA	1	2	3	4	5

Other professionals outside my agency	3.6
Supervisors	3.8
Employees	3.7
Learning team members	4.3
Families receiving services	3.8
Other staff not on learning team	3.7
Others family, friends, boards	3.7

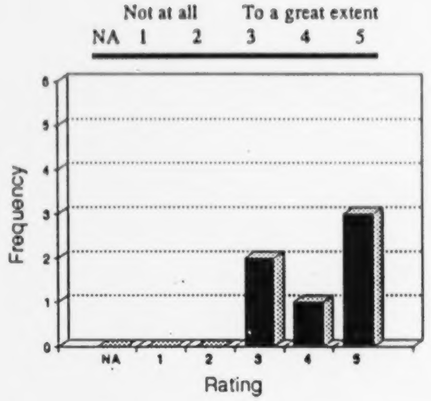
AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

15. I learned new strategies for conducting training.



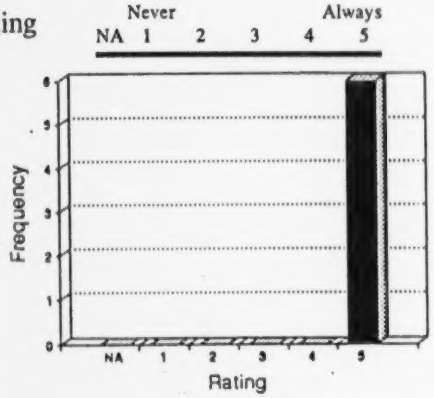
Value	
NR	0
NA	0
1	0
2	0
3	0
4	0
5	6
Mean	5

16. I refined existing training strategies.



Value	
NR	0
NA	0
1	0
2	0
3	2
4	1
5	3
Mean	4.2

17. I learned new skills related to participating on a team.



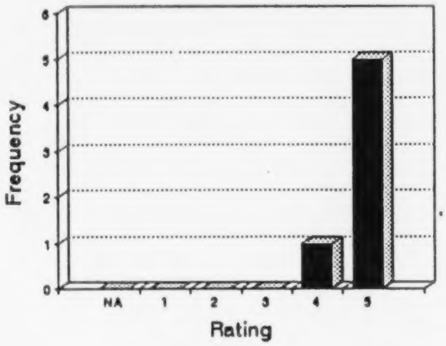
Value	
NR	0
NA	0
1	0
2	0
3	0
4	0
5	6
Mean	5

AS A RESULT OF PROJECT CLASS TRAINING SESSIONS:

18. I refined existing skills related to participating on a team.

Not at all To a great extent
NA 1 2 3 4 5

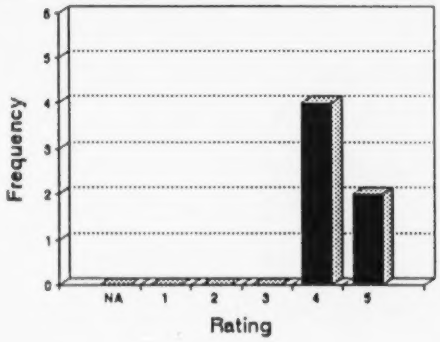
Value	
NR	0
NA	0
1	0
2	0
3	0
4	1
5	5
Mean	4.8



19. I practiced new skills related to participating on a team.

Never Always
NA 1 2 3 4 5

Value	
NR	0
NA	0
1	0
2	0
3	0
4	4
5	2
Mean	4.3



20. **SINCE PROJECT CLASS TRAINING HAS BEGUN, HAVE YOU USED CLASS TRAINING METHODS OR INITIATED OTHERS' USE OF CLASS TRAINING METHODS DURING OTHER EVENTS IN YOUR AGENCY?**

Yes	100%
No	0%

20a. **I HAVE USED CLASS TRAINING METHODS OR FACILITATED THEIR USE IN THE FOLLOWING AGENCY ACTIVITIES:**

a.	Quarterly reviews	17%
b.	Evaluation process/procedures by supervisor	33%
c.	Staff meetings	100%
d.	Small groups that perform specific tasks	50%
e.	Presentations by staff	83%
f.	Discussions among staff...	50%
g.	Agency methods for planning	67%
h.	Staff participation in decision-making...	67%
i.	Other(s) conflict resolution, level II suprvsr. trng., time management, performance appraisals, communication	83%

21. **PLEASE DESCRIBE HOW PROJECT CLASS TRAINING HAS INFLUENCED YOUR RELATIONSHIPS WITH THE FOLLOWING PEOPLE:** (Please refer to the scale below)

	Very Negative Change in Relationships		No Change in Relationships	Somewhat Positive	Very Positive Change in Relationships
NA	1	2	3	4	5

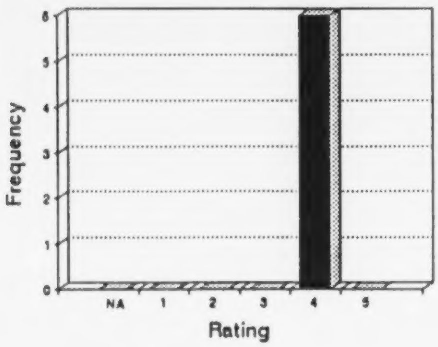
a.	Learning Team Members	4.6	①
b.	Other Employees (not on team)	3.3	⑥
c.	Supervisors	3.7	③
d.	Colleagues outside your agency	4.0	②
e.	Colleagues in branch offices	3.5	④
f.	Families whom you serve	3.2	
g.	Board Members	3.0	
h.	School District Personnel	3.4	⑤
i.	Other CFSP Agency Personnel	3.5	④
j.	Own Family	3.3	⑥
k.	Other School Board	3.0	

22. **HOW HAS PROJECT CLASS INFLUENCED YOUR AGENCY'S "CLIMATE"** (i.e., the overall mood or atmosphere of your agency such as whether the agency climate could be described as open or closed, hostile or caring, flexible or rigid)?

[illegible] [illegible] Very

Negative Positive
NA 1 2 3 4 5

Value	
NR	0
NA	0
1	0
2	0
3	0
4	6
5	0
Mean	4



CHARACTERISTICS OF LEARNING IN TEAMS

23. **OVERALL, WHICH OF THE FOLLOWING OCCURRED IN THE PROJECT CLASS TRAINING SESSIONS THAT YOU PARTICIPATED IN AS A LEARNING FACILITATOR** (check all the apply).

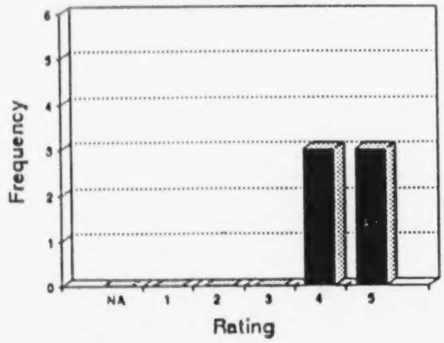
a.	An explanation of the need for the skill	83%
b.	A demonstration of the skill	100%
c.	An opportunity to observe others practicing the skill	100%
d.	An opportunity to practice the skill	100%
e.	A time to discuss and reflect on your use of the skill	100%
f.	Feedback was provided regarding use of the skill	83%

IN GENERAL, DURING THE PROJECT CLASS TRAINING WITH OTHER LEARNING FACILITATORS:

24. How much energy did you invest in learning during training?

None A great deal
1 2 3 4 5

Value	
NR	0
1	0
2	0
3	0
4	3
5	3
Mean	4.5

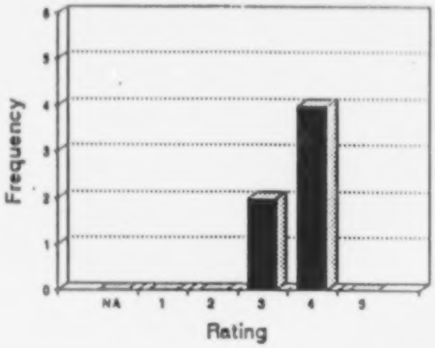


IN GENERAL, DURING PROJECT CLASS TRAINING:

25. How often did you give support to other learning facilitators?

Never 1 2 3 4 5 Always

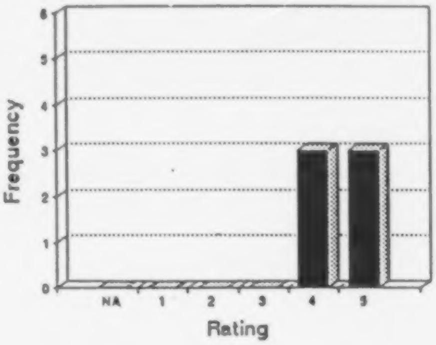
Value	
NR	0
1	0
2	0
3	2
4	4
5	0
Mean	3.7



26. How much support and encouragement did you receive from other learning facilitators?

None 1 2 3 4 5 A great deal

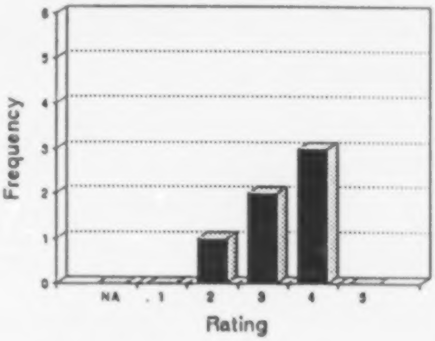
Value	
NR	0
1	0
2	0
3	0
4	3
5	3
Mean	4.5



27. How often did you offer technical assistance to other learning facilitators?

Never 1 2 3 4 5 Always

Value	
NR	0
1	0
2	1
3	2
4	3
5	0
Mean	3.3

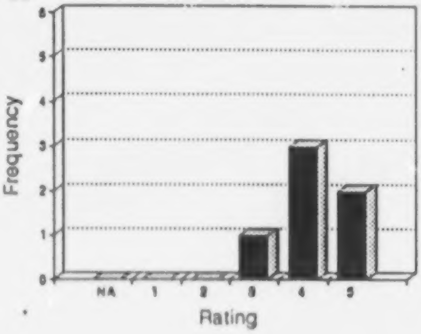


IN GENERAL, DURING PROJECT CLASS TRAINING:

28. How often did you receive technical assistance from other learning facilitators or project staff?

Value	
NR	0
1	0
2	0
3	1
4	3
5	2
Mean	4.2

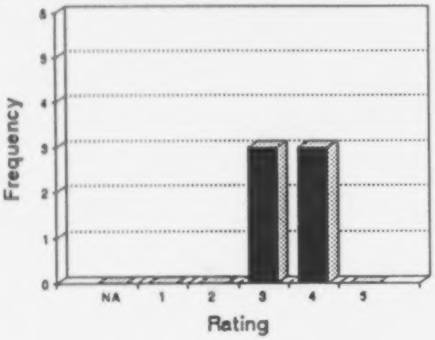
Never Always
1 2 3 4 5



29. When you participated, how much did you contribute?

Value	
NR	0
1	0
2	0
3	3
4	3
5	0
Mean	3.5

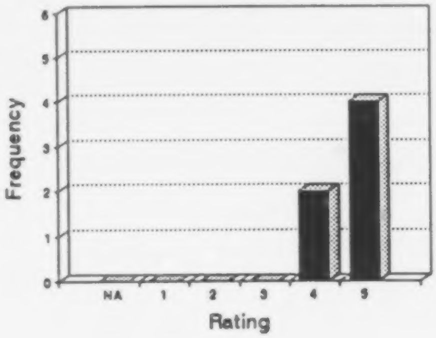
None A great deal
1 2 3 4 5



30. Did you have opportunities for asking questions and obtaining answers?

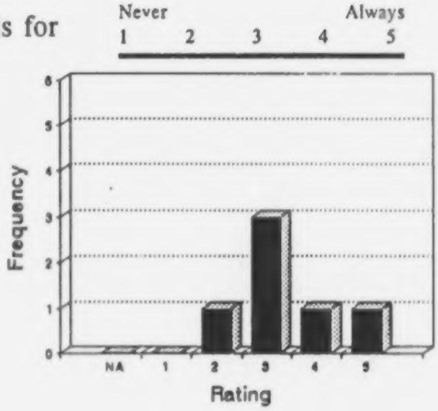
Value	
NR	0
1	0
2	0
3	0
4	2
5	4
Mean	4.7

No opportunity Much opportunity
1 2 3 4 5



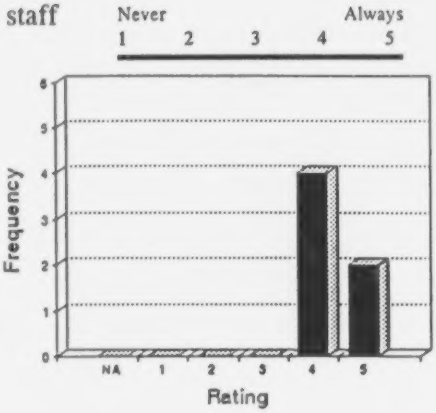
IN GENERAL, DURING PROJECT CLASS TRAINING:

31. How often did you set your own goals for learning?



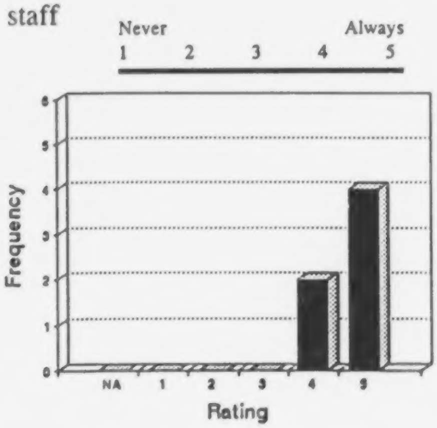
Value	
NR	0
1	0
2	1
3	3
4	1
5	1
Mean	3.3

32. How often did the training by Project staff mobilize a variety of resources?



Value	
NR	0
1	0
2	0
3	0
4	4
5	2
Mean	4.3

33. How often did training by Project staff involve different formats?

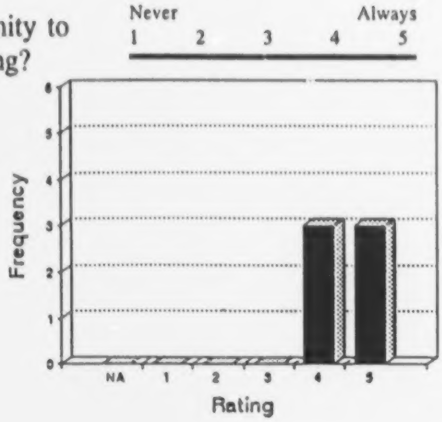


Value	
NR	0
1	0
2	0
3	0
4	2
5	4
Mean	4.7

IN GENERAL, DURING PROJECT CLASS TRAINING:

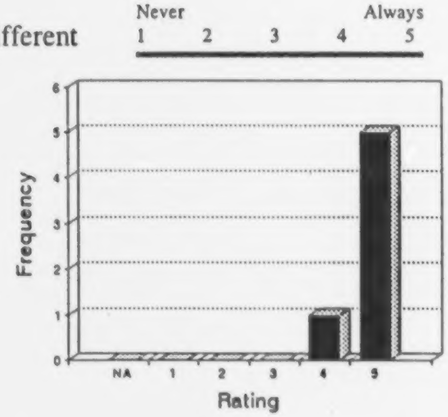
34. How often did you have the opportunity to practice with new skills during training?

Value	
NR	0
1	0
2	0
3	0
4	3
5	3
Mean	4.5



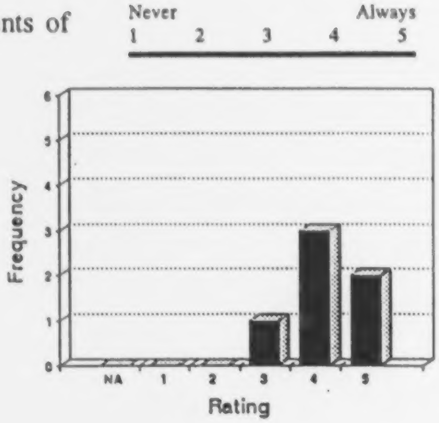
35. How often did practice involve different kinds of formats?

Value	
NR	0
1	0
2	0
3	0
4	1
5	5
Mean	4.8



36. How often did you practice refinements of existing skills?

Value	
NR	0
1	0
2	0
3	1
4	3
5	2
Mean	4.2



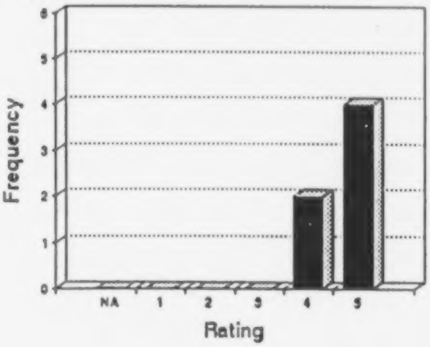
IN GENERAL, DURING PROJECT CLASS TRAINING:

37. Did you have opportunities to brainstorm alternatives/problem-solve your use of cooperative learning methods?

Value	
NR	0
1	0
2	0
3	0
4	2
5	4

Mean 4.7

1 Session/topic Many Sessions/topic
1 2 3 4 5

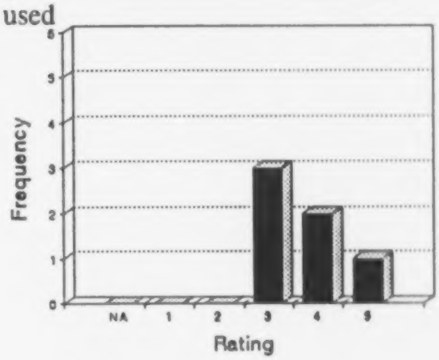


38. How often did you have an opportunity to practice the specific skills before you used them with your own learning team?

Value	
NR	0
1	0
2	0
3	3
4	2
5	1

Mean 3.7

No Opportunity Many Opportunities
1 2 3 4 5

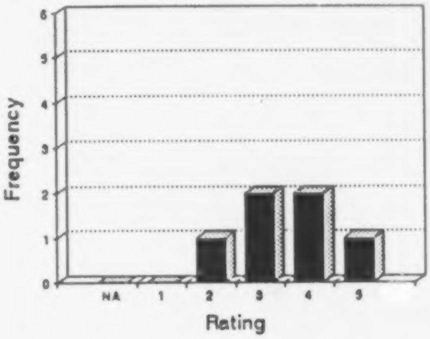


39. How often was your progress in learning specific skills and accomplishing tasks reviewed?

Value	
NR	0
1	0
2	1
3	2
4	2
5	1

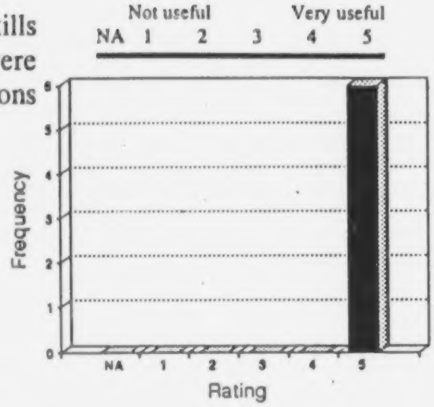
Mean 3.5

Never Always
1 2 3 4 5



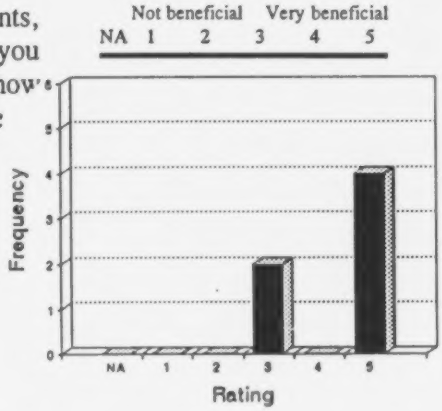
ACCEPTABILITY:

40. If you acquired new knowledge and skills through Project CLASS, how useful were the knowledge and skills in your interactions with your learning team?



Value	
NR	0
NA	0
1	0
2	0
3	0
4	0
5	6
Mean	5

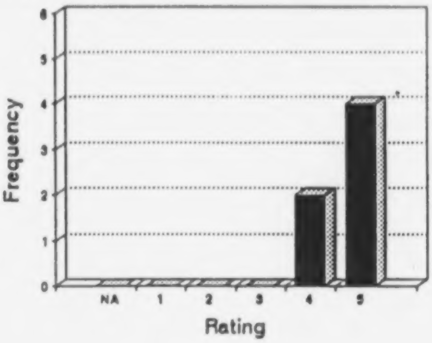
41. If you noticed changes in agency events, routines, processes, or procedures that you believe were linked to Project CLASS, how beneficial do you think these changes we



Value	
NR	0
NA	0
1	0
2	0
3	2
4	0
5	4
Mean	4.3

42. To what extent do you believe Project CLASS training methods modeled family-centered services?

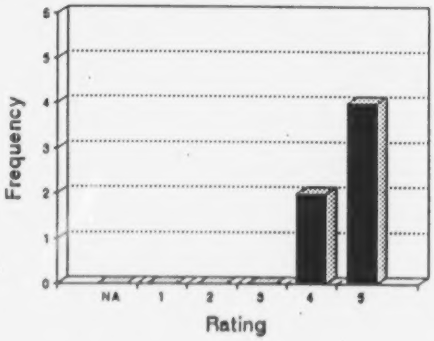
Never modeled Always modeled
1 2 3 4 5



Value	
NR	0
1	0
2	0
3	0
4	2
5	4
Mean	4.7

43. To what extent did Project CLASS training meet your needs?

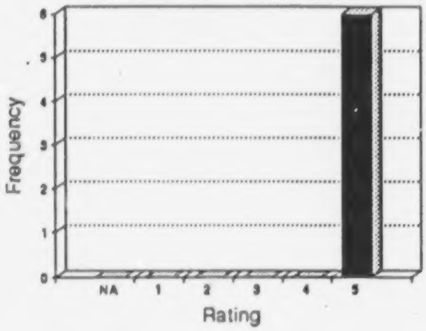
Never Always
1 2 3 4 5



Value	
NR	0
1	0
2	0
3	0
4	2
5	4
Mean	4.7

44. How satisfied were you with Project CLASS training?

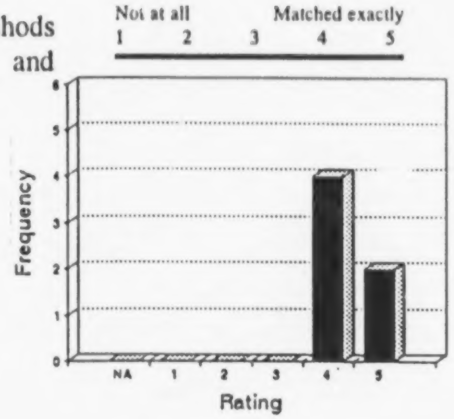
Not satisfied Very satisfied
1 2 3 4 5



Value	
NR	0
1	0
2	0
3	0
4	0
5	6
Mean	5

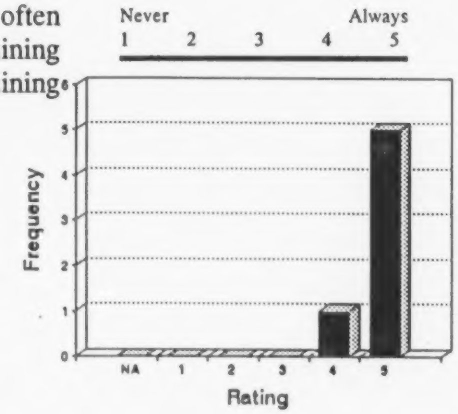
45. How closely did Project CLASS methods match your values about learning and training?

Value	
NR	0
1	0
2	0
3	0
4	4
5	2
Mean	4.3



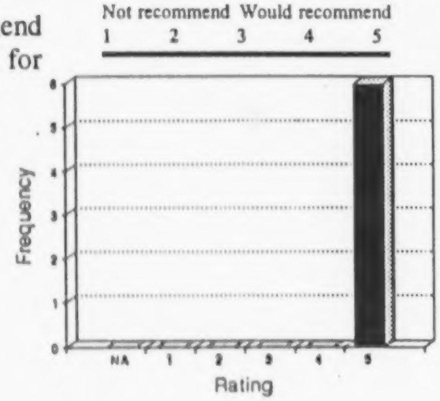
46. Given the opportunity again, how often would you choose to participate in training that utilized Project CLASS training methods?

Value	
NR	0
1	0
2	0
3	0
4	1
5	5
Mean	4.8



47. To what extent would you recommend participating in Project CLASS training for others?

Value	
NR	0
1	0
2	0
3	0
4	0
5	6
Mean	5



SECTION II

TRAINING LOGISTICS:

48. **WHAT IS THE AVERAGE AMOUNT OF TIME YOU SPEND IN TRAINING PER MONTH?**

Range	5 - 15 hours per month
Average	8.3 hours per month

49. **OF THE HOURS YOU SPEND IN TRAINING, APPROXIMATELY WHAT PERCENTAGE OF TIME IS SPENT USING COOPERATIVE LEARNING METHODS?**

Less than 10% of the time	0%
10-20% of the time	0%
21-50% of the time	33%
more than 50% of the time	67%

50. **WHAT AMOUNT OF TIME DO YOU SPEND PREPARING FOR EACH SESSION OF TRAINING YOU FACILITATE?**

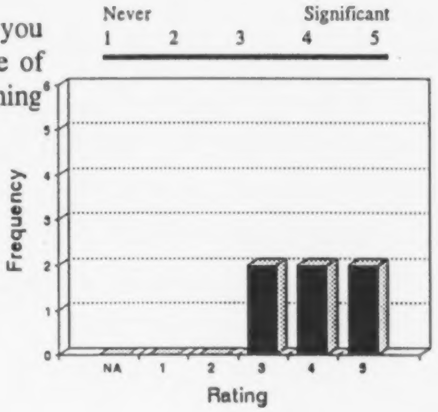
_____ hours of training = _____ hours of preparation

Range	6-14 hours	Range	6-15 hours
Average	4 hours of training	Average	13.5 hours of preparation

DURING TRAINING:

51. During training, how often have you included a collaborative goal or practice of collaborative skills cooperative learning team?

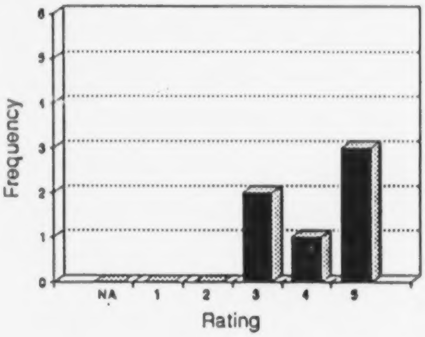
Value	
NR	0
1	0
2	0
3	2
4	2
5	2
Mean	4



52. How much time does your team spend in cooperative learning activities during training?

Never — More than half
1 2 3 4 5

Value	
NR	0
1	0
2	0
3	2
4	1
5	3
Mean	4.2



PLANNING & IMPLEMENTING COOPERATIVE LEARNING METHODS:

PLANNING

53. **PLEASE RANK ORDER THE FOLLOWING LIST TO REFLECT THE PRIORITY OF ISSUES YOU CONSIDER WHEN PLANNING A TRAINING SESSION** (1 = highest priority, 4 = lower priority)

	Average	Range
Time for planning	2.5	1,4
The task/objective	1.5	2,1
Communication styles of team members	2.5	2,3
Desired outcomes	2.5	1,2,3,4

54. **WHEN YOU PLAN TRAINING CONTENT, HOW FAR AHEAD DO YOU PLAN?**

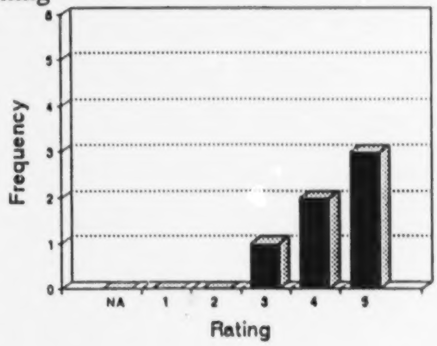
I plan ahead for several sessions in a sequence	16%
I plan one session at a time	67%
Other	16%

WHEN PLANNING TRAINING:

55. To what extent do you plan (in detail) to build in each of the cooperative learning elements?

Never — Each session
1 2 3 4 5

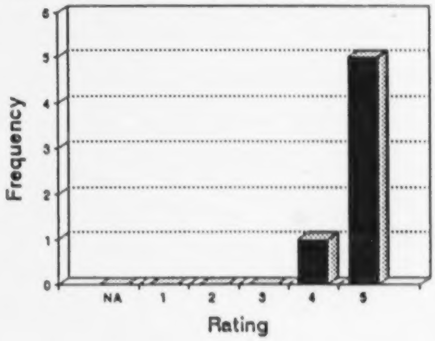
Value	
NR	0
1	0
2	0
3	1
4	2
5	3
Mean	4.3



56. To what extent do you plan to use 1 or more cooperative learning structures during the session?

Never — Each session
1 2 3 4 5

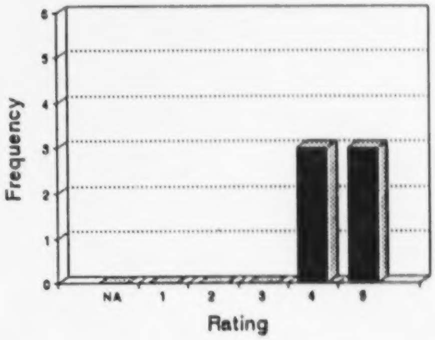
Value	
NR	0
1	0
2	0
3	0
4	1
5	5
Mean	4.8



57. To what extent do you plan a clear, specific learning objective? .

Never — Each session
1 2 3 4 5

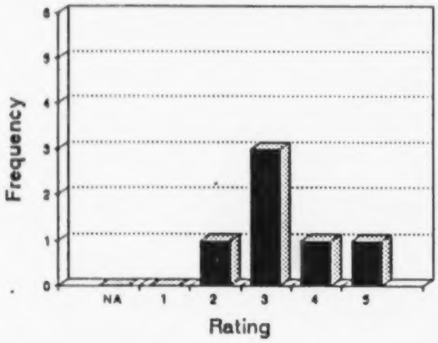
Value	
NR	0
1	0
2	0
3	0
4	3
5	3
Mean	4.5



WHEN PLANNING TRAINING:

58. To what extent do you plan a specific collaborative objective?

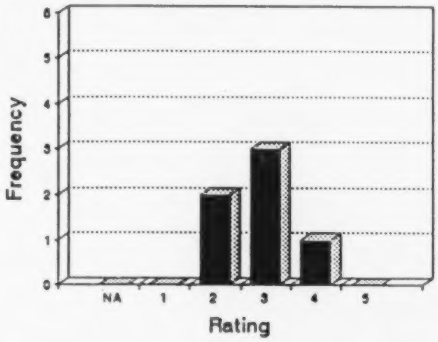
Never Each session
1 2 3 4 5



Value	
NR	0
1	0
2	1
3	3
4	1
5	1
Mean	3.4

59. To what extent have you formally measured group members' accomplishment of the learning and collaborative objectives?

Never Each session
1 2 3 4 5



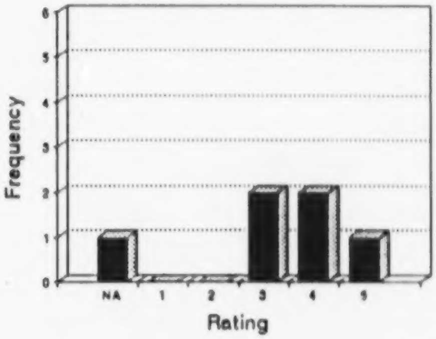
Value	
NR	0
1	0
2	2
3	3
4	1
5	0
Mean	3.5

60. **DID YOU FACILITATE ESTABLISHING GROUP RULES WITH YOUR LEARNING TEAM?**

Yes	83%
No	17%

60a. If yes, to what extent were these rules useful to the team?

Not beneficial Very beneficial
1 2 3 4 5

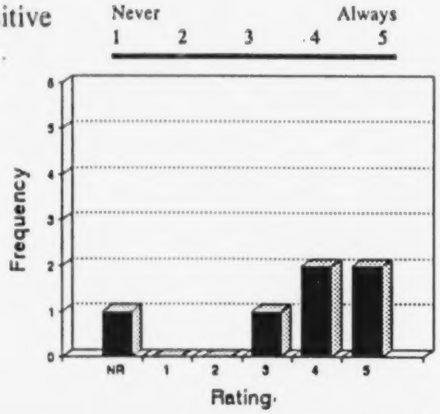


Value	
NA	1
1	0
2	0
3	2
4	2
5	1
Mean	3.8

WHEN PLANNING TRAINING:

61. How often do you structure positive interdependence into training?

Value	
NR	1
1	0
2	0
3	1
4	2
5	2
Mean	4.2



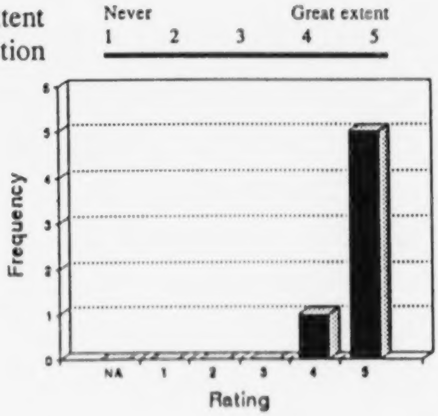
WHICH OF THE FOLLOWING METHODS HAVE YOU USED TO STRUCTURE POSITIVE INTERDEPENDENCE?

Interdependence	83%
Task Interdependence	83%
Reward Interdependence	83%
Goal Interdependence	67%
Role Interdependence	67%
Environmental Interdependence	50%
Identity Interdependence	33%
Fantasy Interdependence	17%

WHEN PLANNING TRAINING:

62. During the training session, to what extent do you encourage face-to-face interaction among team members?

Value	
NR	0
1	0
2	0
3	0
4	1
5	5
Mean	4.8



RANK ORDER THE FOLLOWING METHODS YOU HAVE USED MOST OFTEN TO ENCOURAGE FACE-TO-FACE INTERACTION?

Ranking

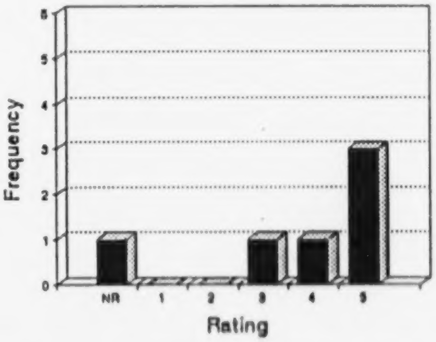
1 Set up an occasion for team members to explain, discuss, and teach what they know to each other.
2 Sharing resources
3 Verbally facilitate communication between team members
4 Arrange the room to promote interaction
5 Set up situations where team members encourage unmotivated group members to achieve
6 Set up an occasion for team members to ask each other for help

WHEN PLANNING TRAINING:

63. How often did you structure individual accountability into training?

Never 1 2 3 4 5 Always

Value	
NR	1
1	0
2	0
3	1
4	1
5	3
Mean	4.4



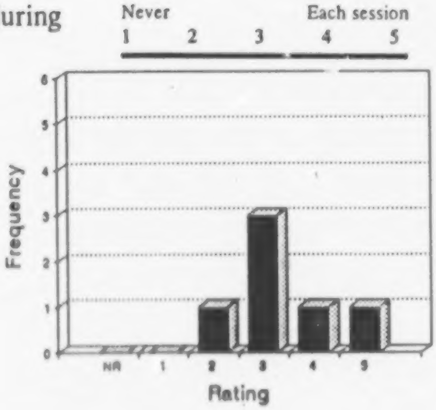
RANK ORDER THE ACCOUNTABILITY METHOD YOU HAVE USED MOST OFTEN.

Ranking

1 Task Accountability
2 Individual Accountability
3 Random Selection

WHEN PLANNING TRAINING:

64. How often did you teach social skills during training?



Value	
NR	0
1	0
2	1
3	3
4	1
5	1

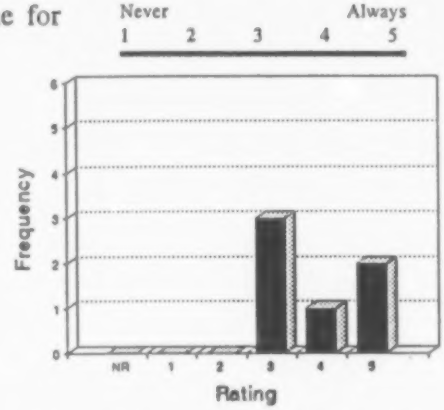
Mean 3.3

RANK ORDER THE SOCIAL SKILLS YOU HAVE USED MOST OFTEN.

Ranking

1	Reinforcing Existing Use (praise and encouragement)
2	Giving Feedback (relaying specific observations and suggestions)
3	Modelling (using skills but not giving direct instruction)
4	Direct Instruction

65. How often did you incorporate a time for team processing?



Value	
NR	0
1	0
2	0
3	3
4	1
5	2

Mean 3.8

RANK ORDER THE FOCUS MOST OFTEN USED DURING PROCESSING.

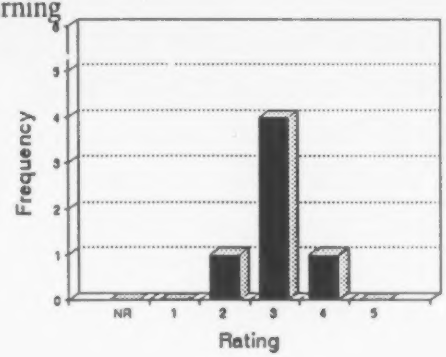
Ranking

1	Working Together as a Team
2	Accomplishing the Learning Objectives of the Training Session
3	Accomplishing the Collaborative Goal of the Training Session

WHEN PLANNING TRAINING:

66. If you incorporate processing into training, do you prompt for team members to discuss how they accomplished the learning objective of the training session?

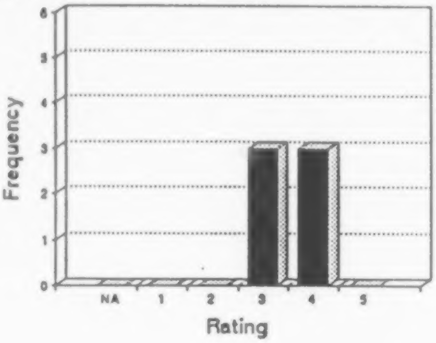
Never Always
1 2 3 4 5



Value	
NR	0
1	0
2	1
3	4
4	1
5	0
Mean	3

67. If you incorporate processing into training, do you prompt for team members to discuss how they accomplished the collaborative goal of the training session?

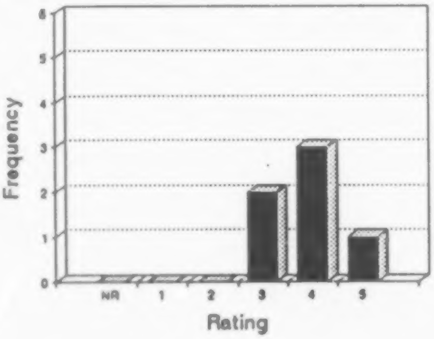
Never Always
1 2 3 4 5



Value	
NR	0
I	0
2	0
3	3
4	3
5	0
Mean	3.5

68. If you incorporate processing into training, do you prompt for team members to discuss how they worked together?

Never Always
1 2 3 4 5



Value	
NR	0
1	0
2	0
3	2
4	3
5	1
Mean	3.8

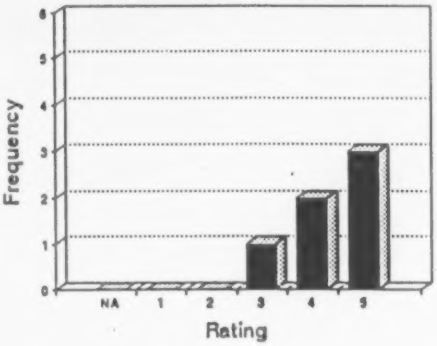
EVALUATING

69. How often do you describe what the learning objective is to the team?

Value	
NR	0
1	0
2	0
3	1
4	2
5	3

Mean 4.3

Never 1 2 3 4 5 Always

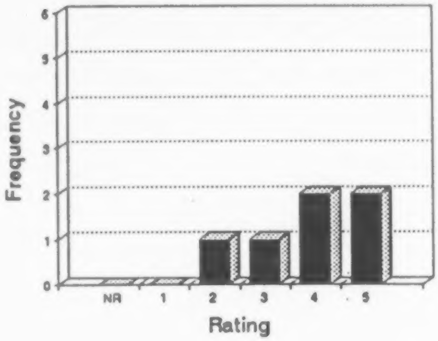


70. How often do you describe what the collaborative goal is?

Value	
NR	0
1	0
2	1
3	1
4	2
5	2

Mean 3.8

Never 1 2 3 4 5 Always

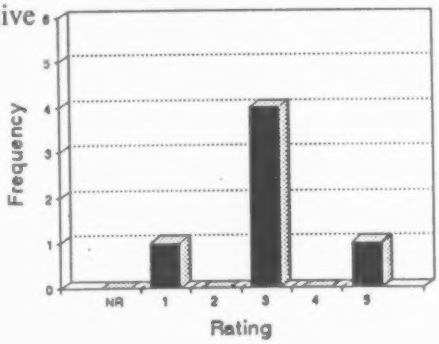


71. How often do you describe the criteria for which they will be successful in reaching their learning objective or collaborative objective or expected behaviors?

Value	
NR	0
1	1
2	0
3	4
4	0
5	1

Mean 3

Never 1 2 3 4 5 Always

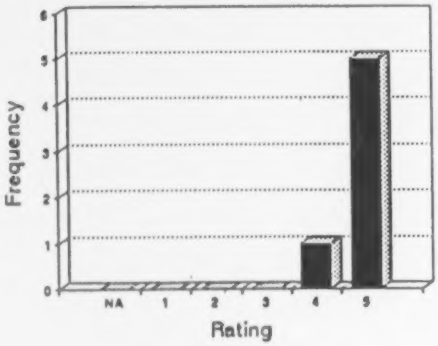


WHEN EVALUATING TRAINING:

72. How often do you describe the group task so group members understand what they are to do?

Never More than half
1 2 3 4 5

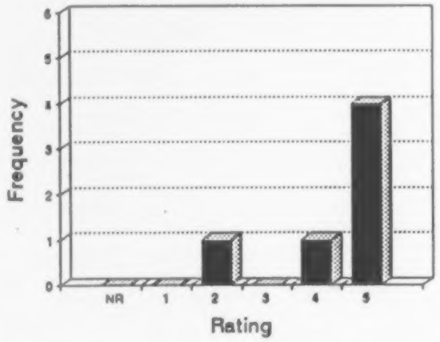
Value	
NR	0
1	0
2	0
3	0
4	1
5	5
Mean	4.8



73. How often do you monitor how effectively team members are working together?

Never More than half
1 2 3 4 5

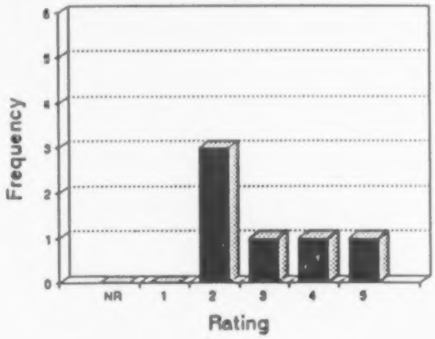
Value	
NR	0
1	0
2	1
3	0
4	1
5	4
Mean	4.3



74. How often do you have team members collect data on cooperative/collaborative behaviors?

Never More than half
1 2 3 4 5

Value	
NR	0
1	0
2	3
3	1
4	1
5	1
Mean	3

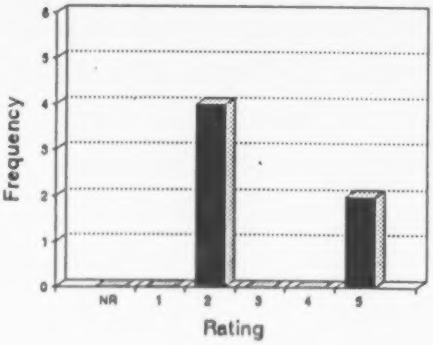


WHEN EVALUATING TRAINING:

75. How often do you integrate cooperative, competitive, and individualistic approaches during training?

Never More than half
1 2 3 4 5

Value	
NR	0
1	0
2	4
3	0
4	0
5	2
Mean	3

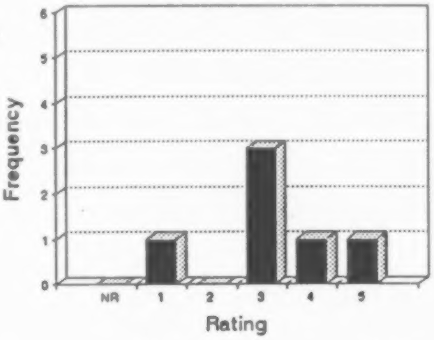


WHEN FACILITATING TRAINING OF TEAM MEMBERS:

76. Regularly monitor each learner's behavior?

Never Always
1 2 3 4 5

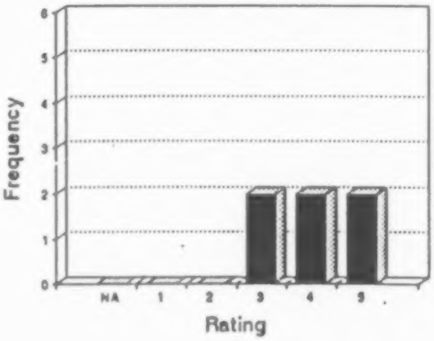
Value	
NR	0
1	1
2	0
3	3
4	1
5	1
Mean	3.2



77. Provide assistance for a task?

Never Always
1 2 3 4 5

Value	
NR	0
1	0
2	0
3	2
4	2
5	2
Mean	4

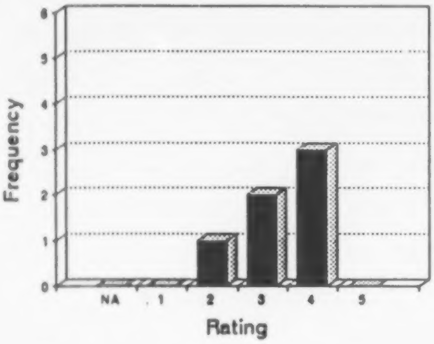


WHEN FACILITATING TRAINING OF TEAM MEMBERS:

78. Intervene to facilitate collaborative skills?

Value	
NR	0
1	0
2	1
3	2
4	3
5	0
Mean	3.3

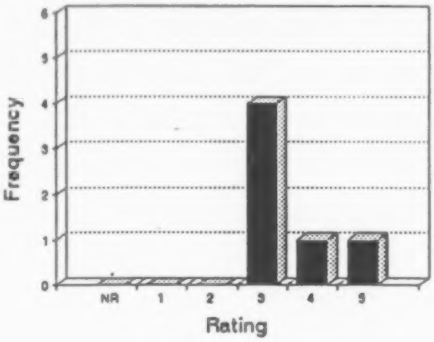
Never Always
1 2 3 4 5



79. Evaluate the quality of the team members' learning?

Value	
NR	0
1	0
2	0
3	4
4	1
5	1
Mean	3.5

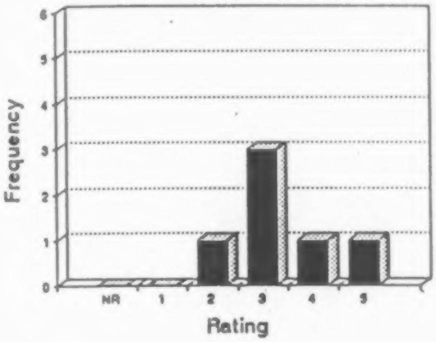
Never Always
1 2 3 4 5



80. Evaluate the quantity of the team members' learning?

Value	
NR	0
1	0
2	1
3	3
4	1
5	1
Mean	3.3

Never Always
1 2 3 4 5

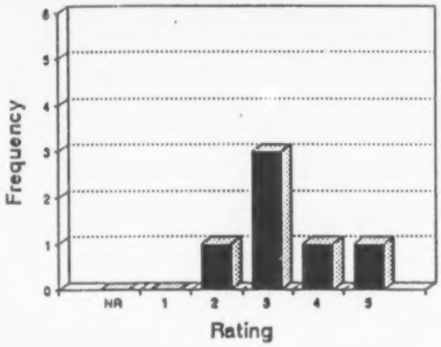


WHEN FACILITATING TRAINING OF TEAM MEMBERS:

81. If feedback to the learning team about progress toward accomplishing a learning or collaborative objective?

Value	
NR	0
1	0
2	1
3	3
4	1
5	1
Mean	3.3

Never				Always
1	2	3	4	5



AGENCY SUPPORTS:

82. **WHAT ORGANIZATIONAL RESOURCES DO YOU RECEIVE FROM YOUR AGENCY TO CONDUCT TRAINING WITH YOUR STAFF USING COOPERATIVE LEARNING METHODS?**

a. Materials and resources	100%
b. Pay in addition to salary	17%
c. Incentives	100%
d. Reduction of job responsibilities to provide time for:	50%
planning	33%
training	33%
evaluating	17%
e. Redefined job responsibilities to legitimize your role	33%
f. Space for training	67%
g. Refreshments for training	50%
h. Appreciation from:	67%
staff	67%
directors/supervisors	50%
i. Other: appreciation long term, verbal approval	33%

83. **RANK THREE ORGANIZATIONAL SUPPORTS FROM QUESTION #83 WHICH ARE MOST IMPORTANT TO YOU:**

A. Reduction of job responsibilities to provide time for:
    planning
    training
    evaluating
B. Pay in addition to salary
C. Materials and resources and,
  Appreciation from:
    staff
    directors/supervisors

84. **PLEASE INDICATE THE RESOURCES YOU WISH YOU WOULD HAVE RECEIVED:**

a.	Materials and resources	0%
b.	Pay in addition to salary	33%
c.	Incentives	17%
d.	Reduction of job responsibilities to provide time for:	83%
	planning	67%
	training	50%
	evaluating	50%
e.	Redefined job responsibilities to legitimize your role	50%
f.	Space for training	17%
g.	Refreshments for training	33%
h.	Appreciation from:	17%
	staff	17%
	directors/supervisors	17%

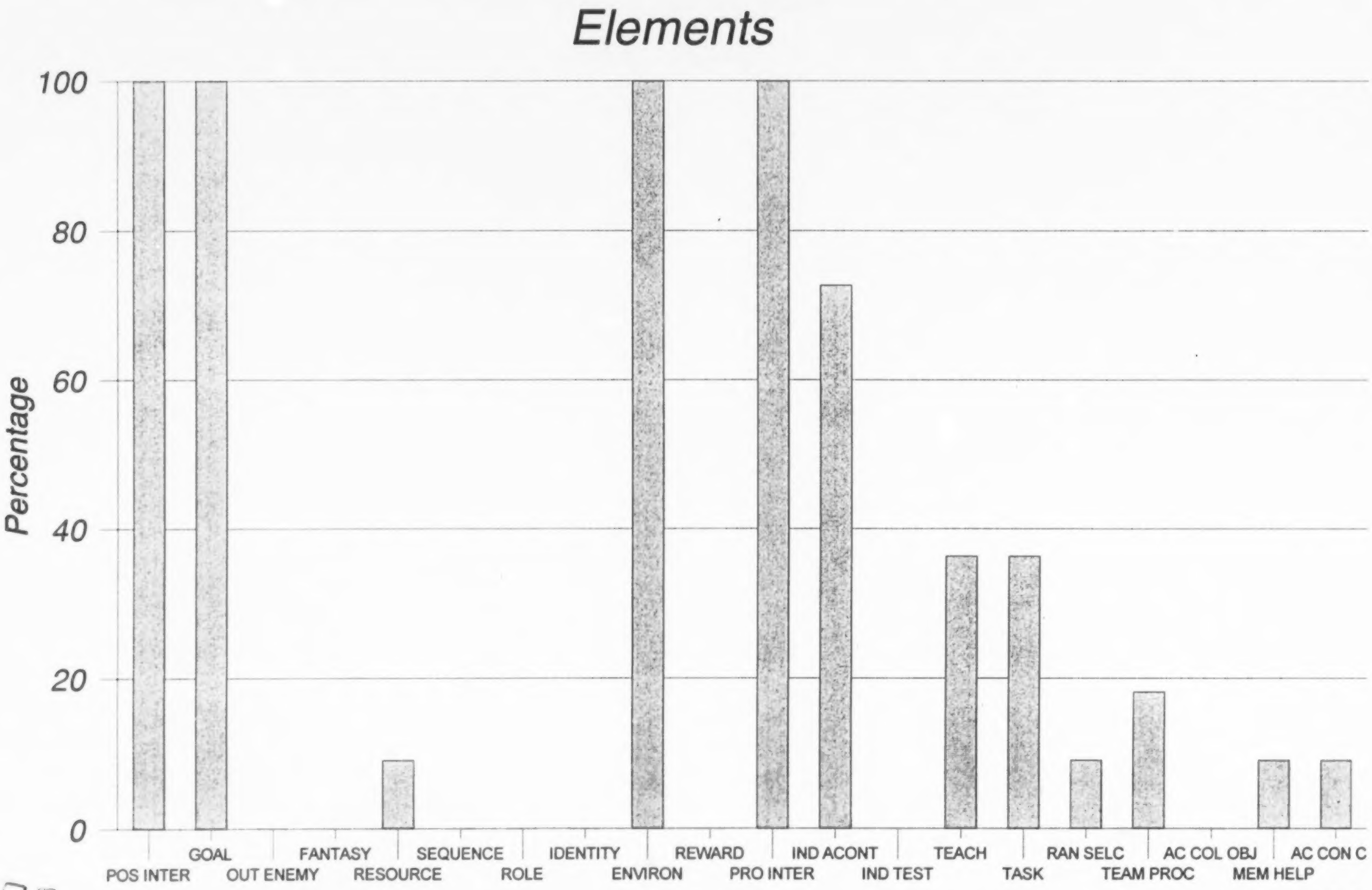
85. **PLEASE CIRCLE THE PERSON(S) WHO WAS PRIMARILY RESPONSIBLE FOR MAKING EACH OF THE FOLLOWING DECISIONS RELATED TO TRAINING:**

85a.	Training location:	You	50%
		Team Members	83%
		Director/Supervisor	33%
85b.	Training schedule:	You	67%
		Team Members	100%
		Director/Supervisor	33%
85c.	Team membership:	You	67%
		Team Members	67%
		Director/Supervisor	33%
85d.	Training topics:	You	50%
		Team Members	100%
		Director/Supervisor	17%

APPENDIX H

VIDEOTAPE DATA

Mary - Learning Task



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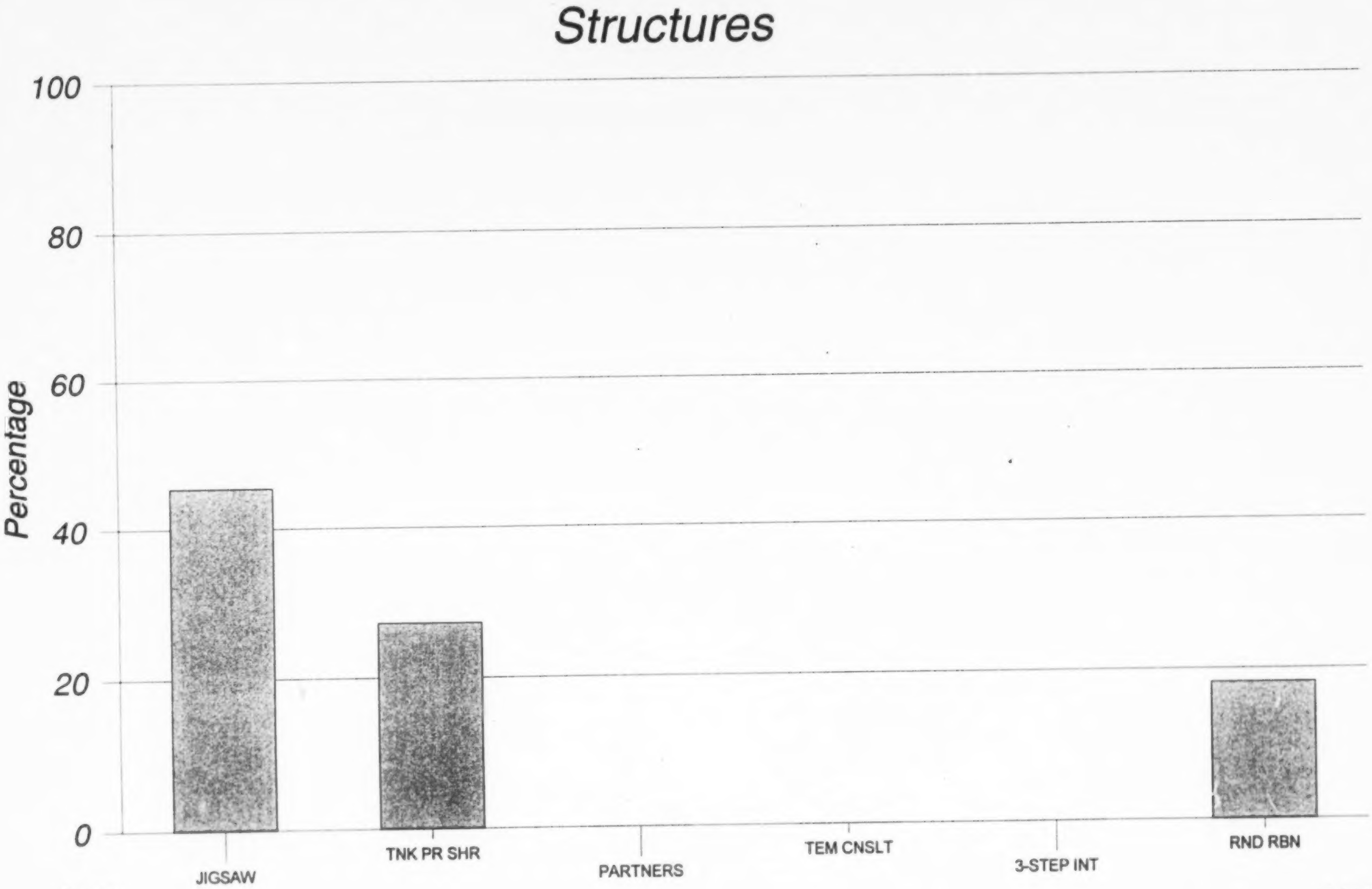
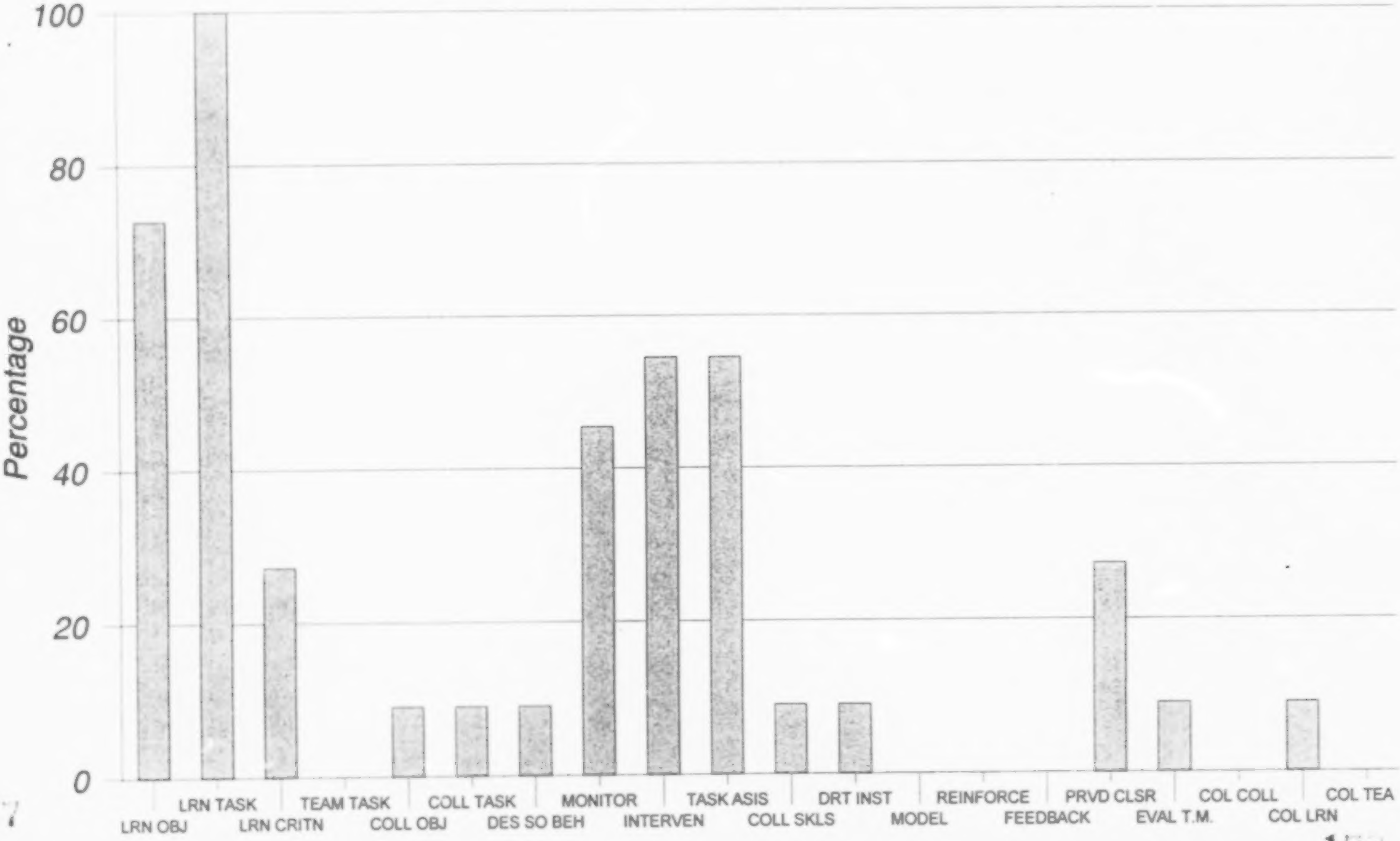
Mary - Learning Task

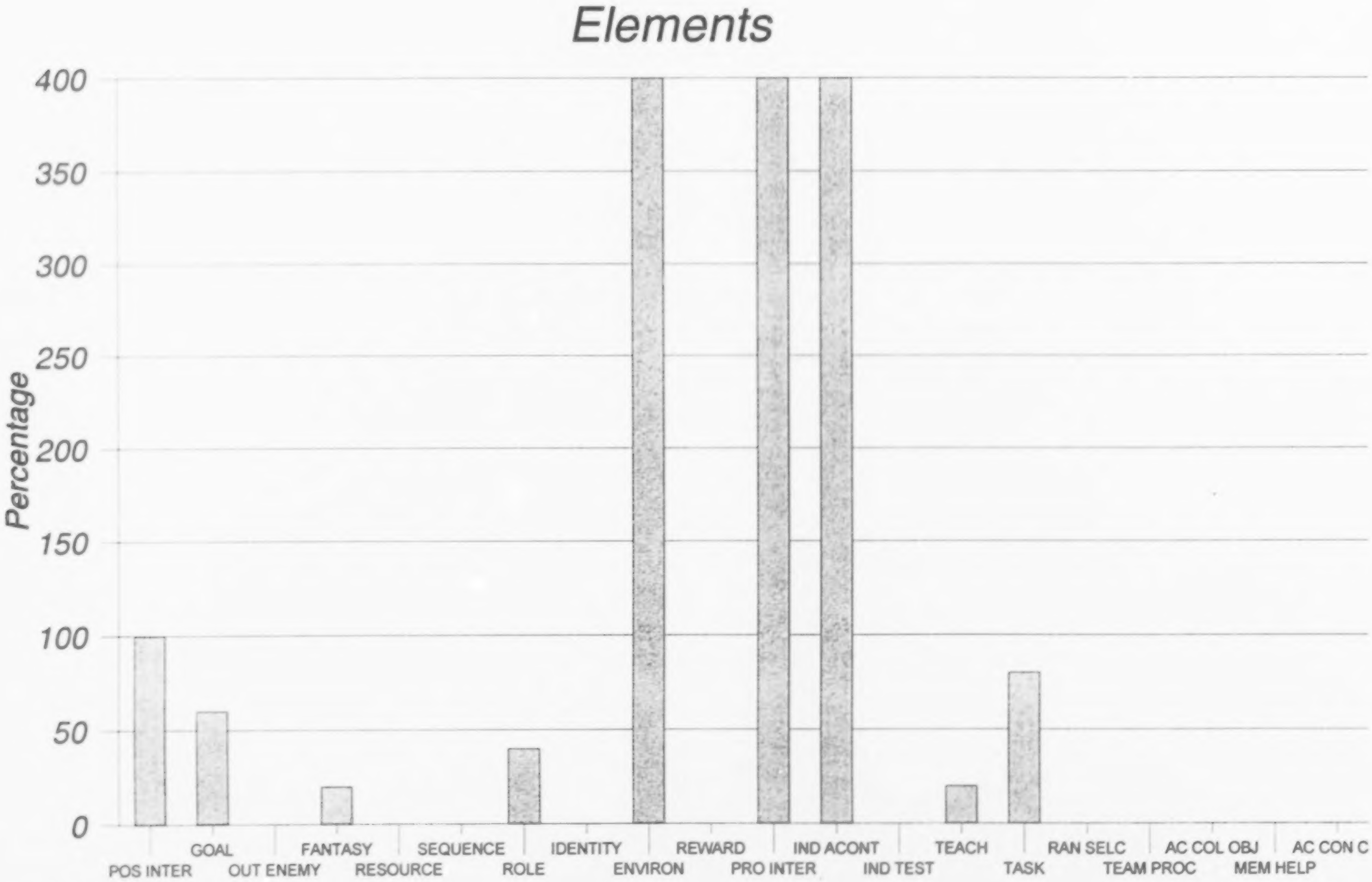


Mary - Learning Task

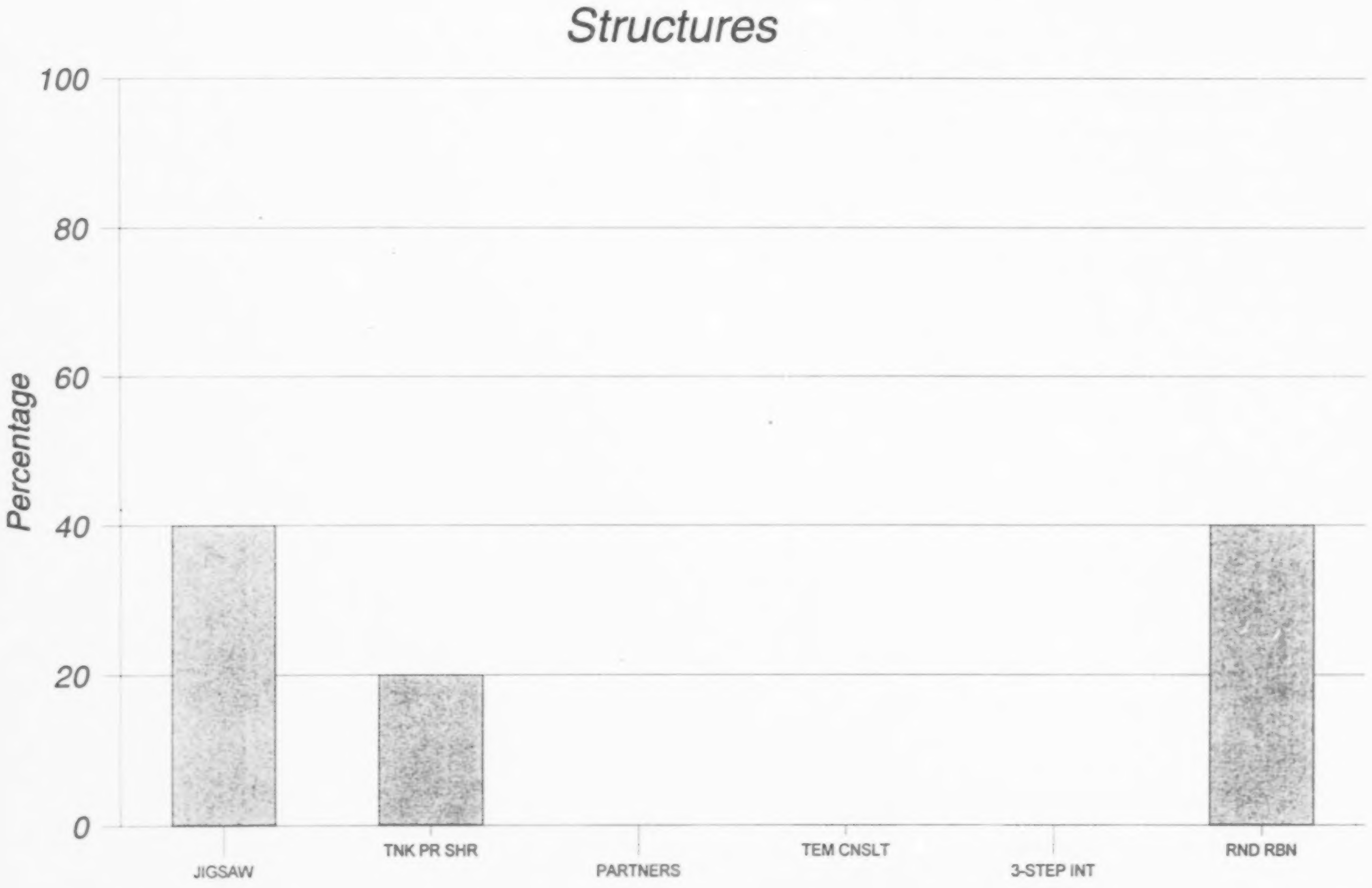
Facilitating Behaviors



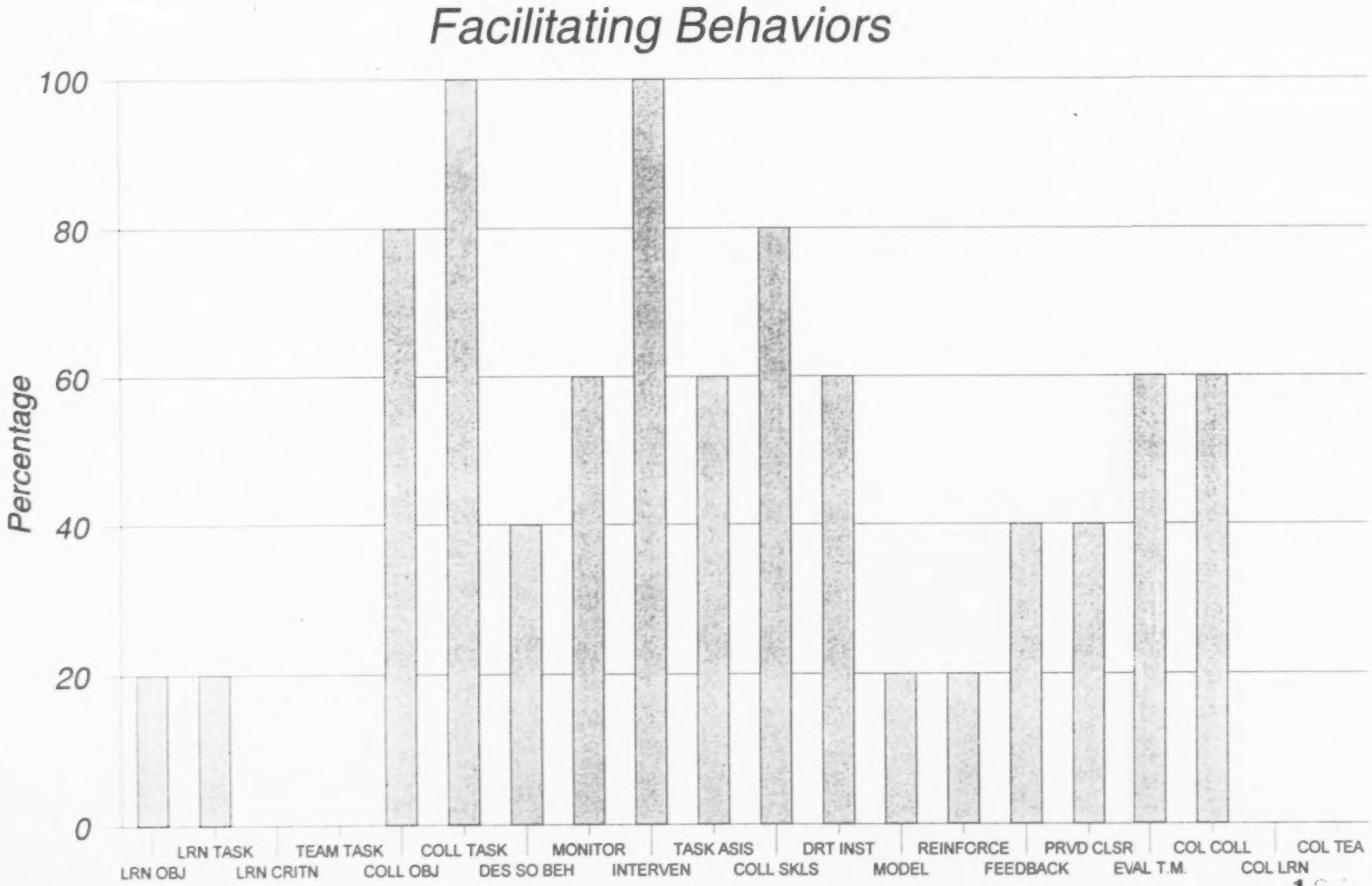
Mary - Collaborative Task



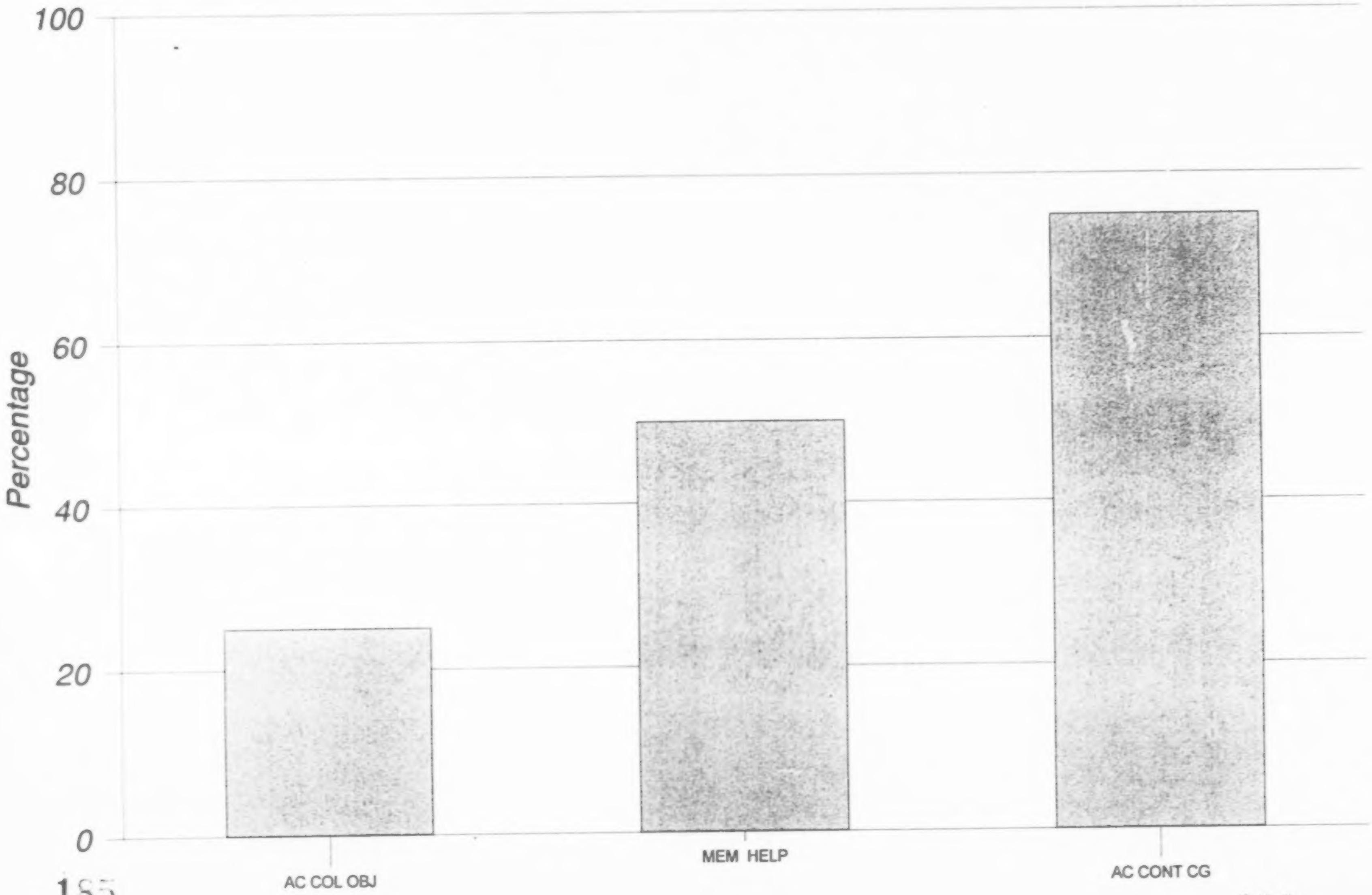
Mary - Collaborative Task



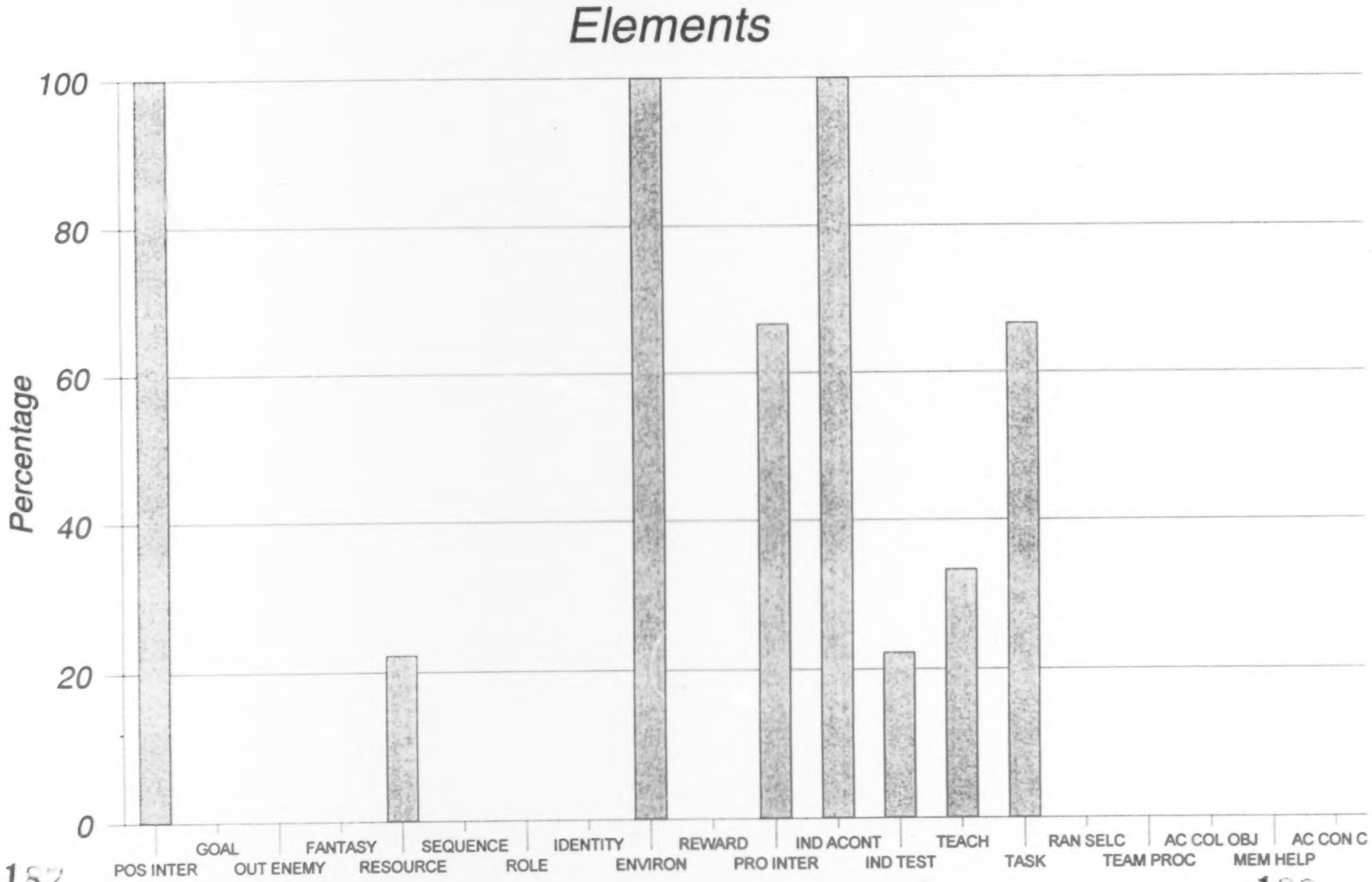
Mary - Collaborative Task



Mary - Team Processing

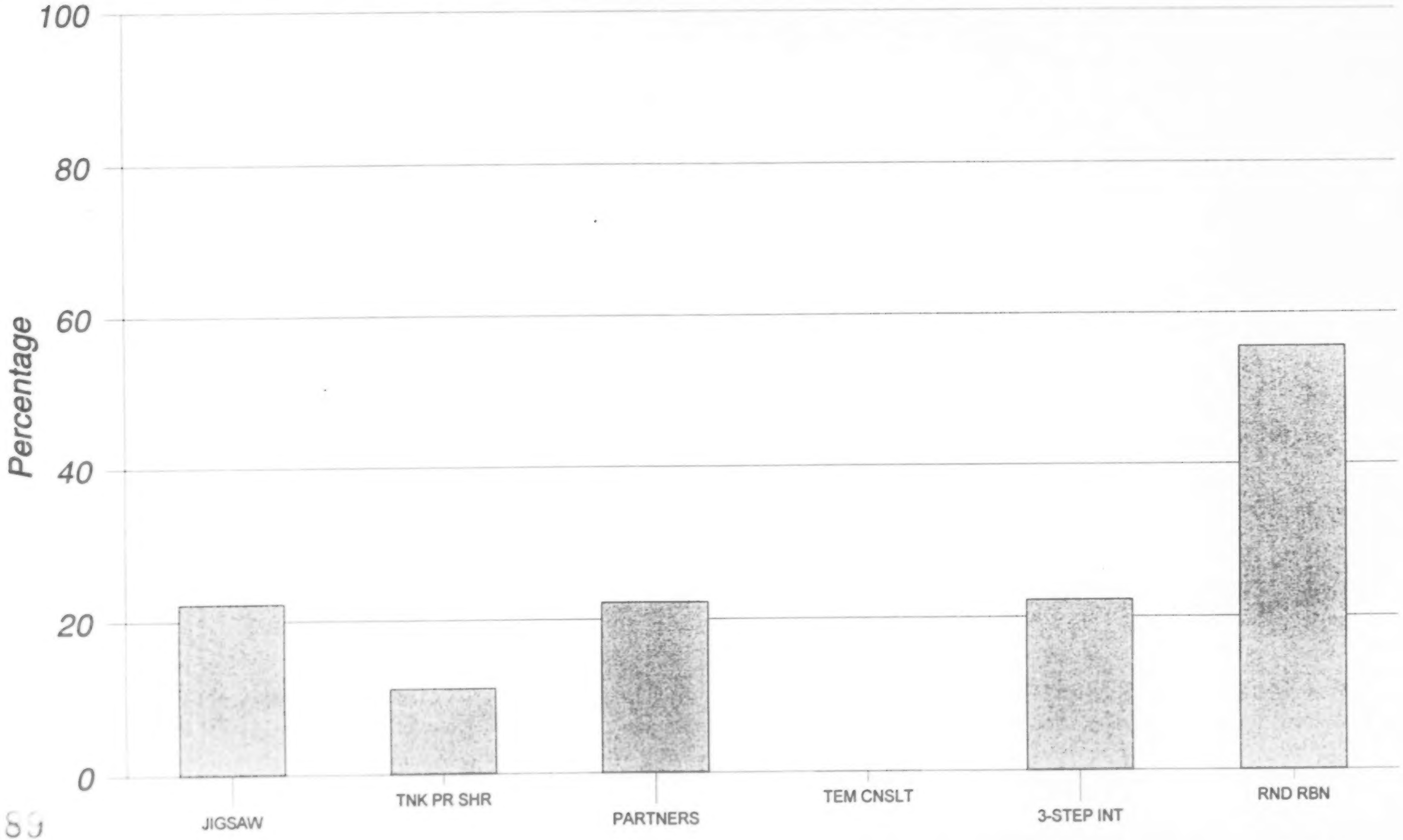


Sue - Learning Task



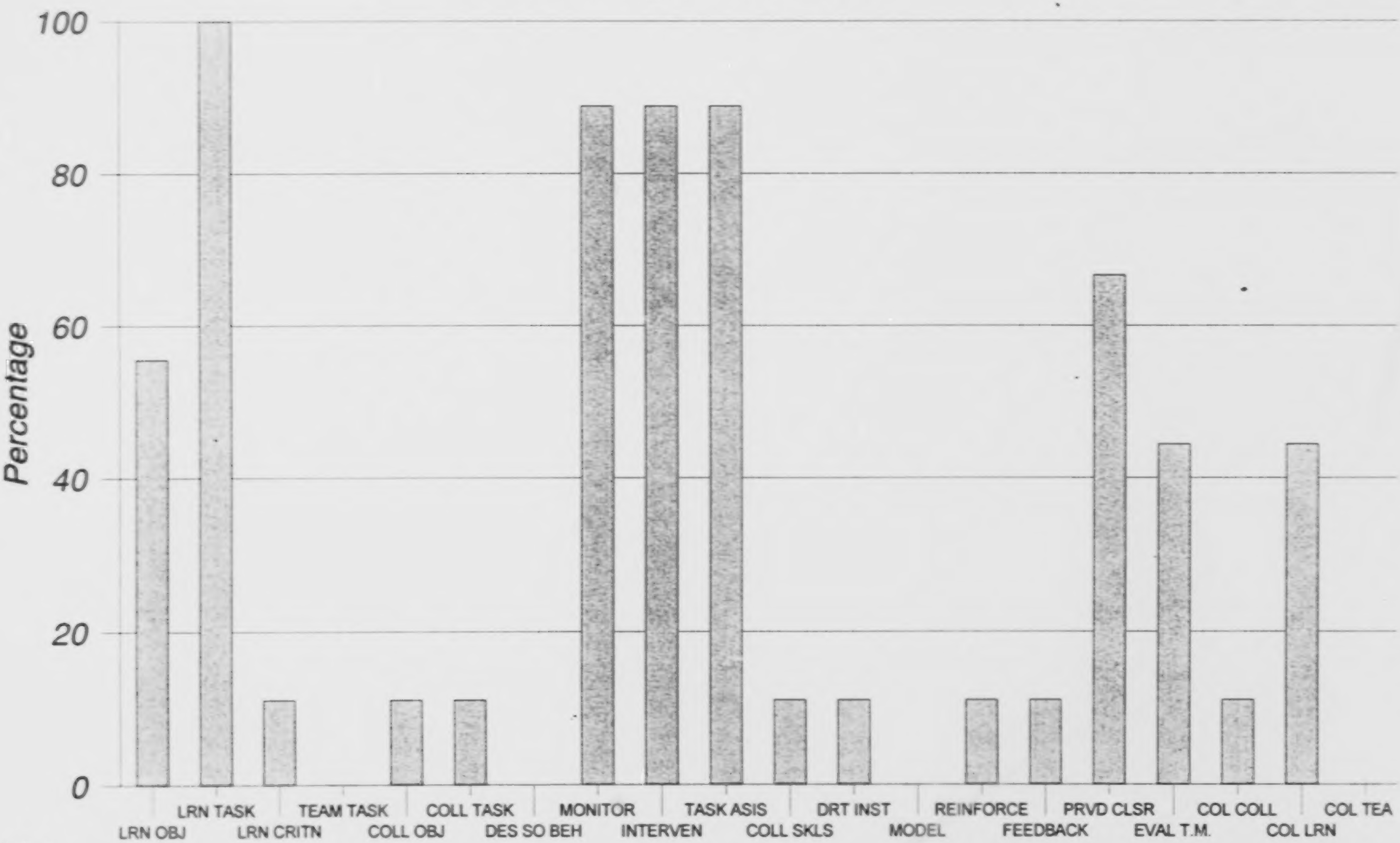
Sue - Learning Task

Structures

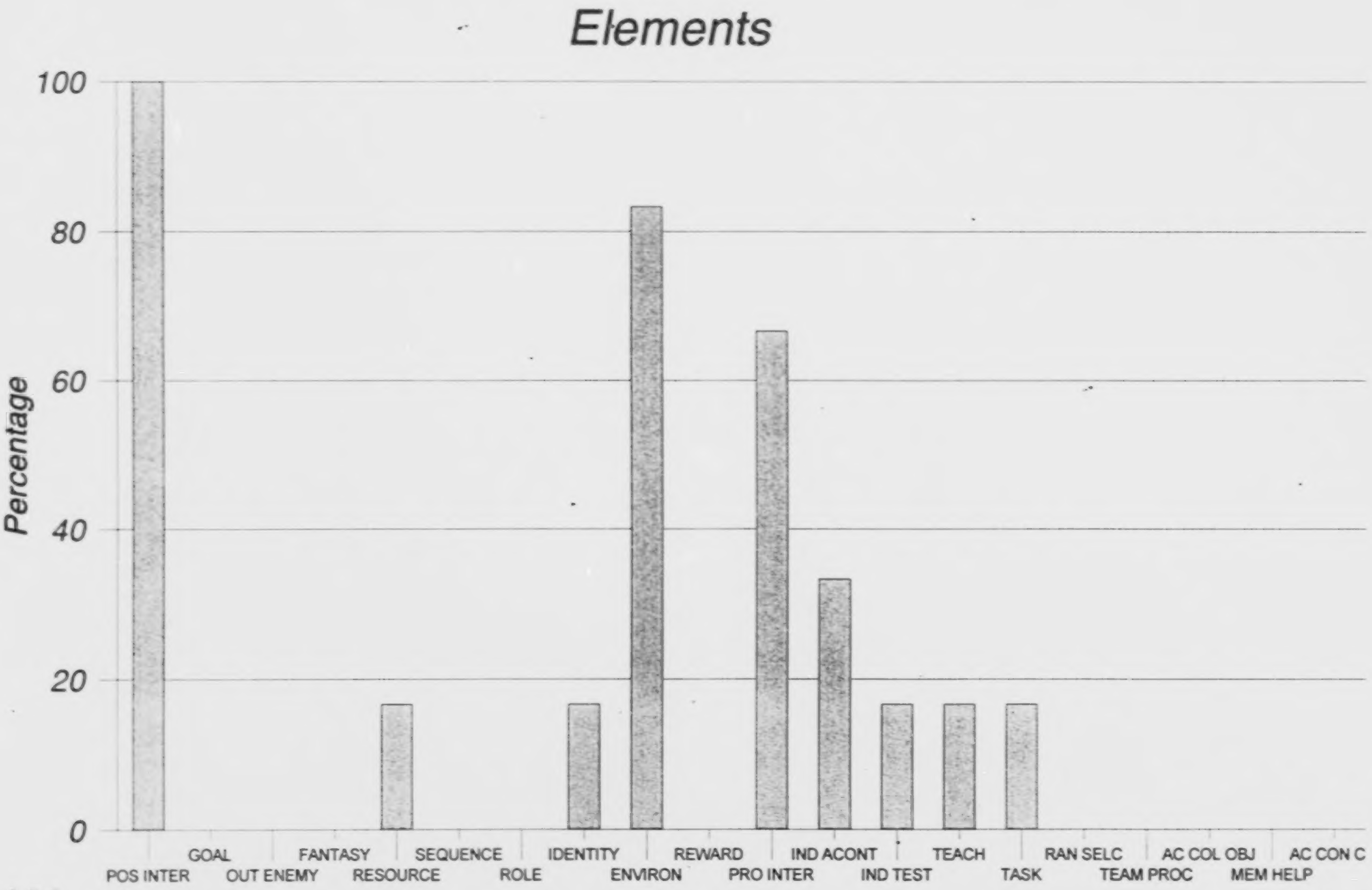


Sue - Learning Task

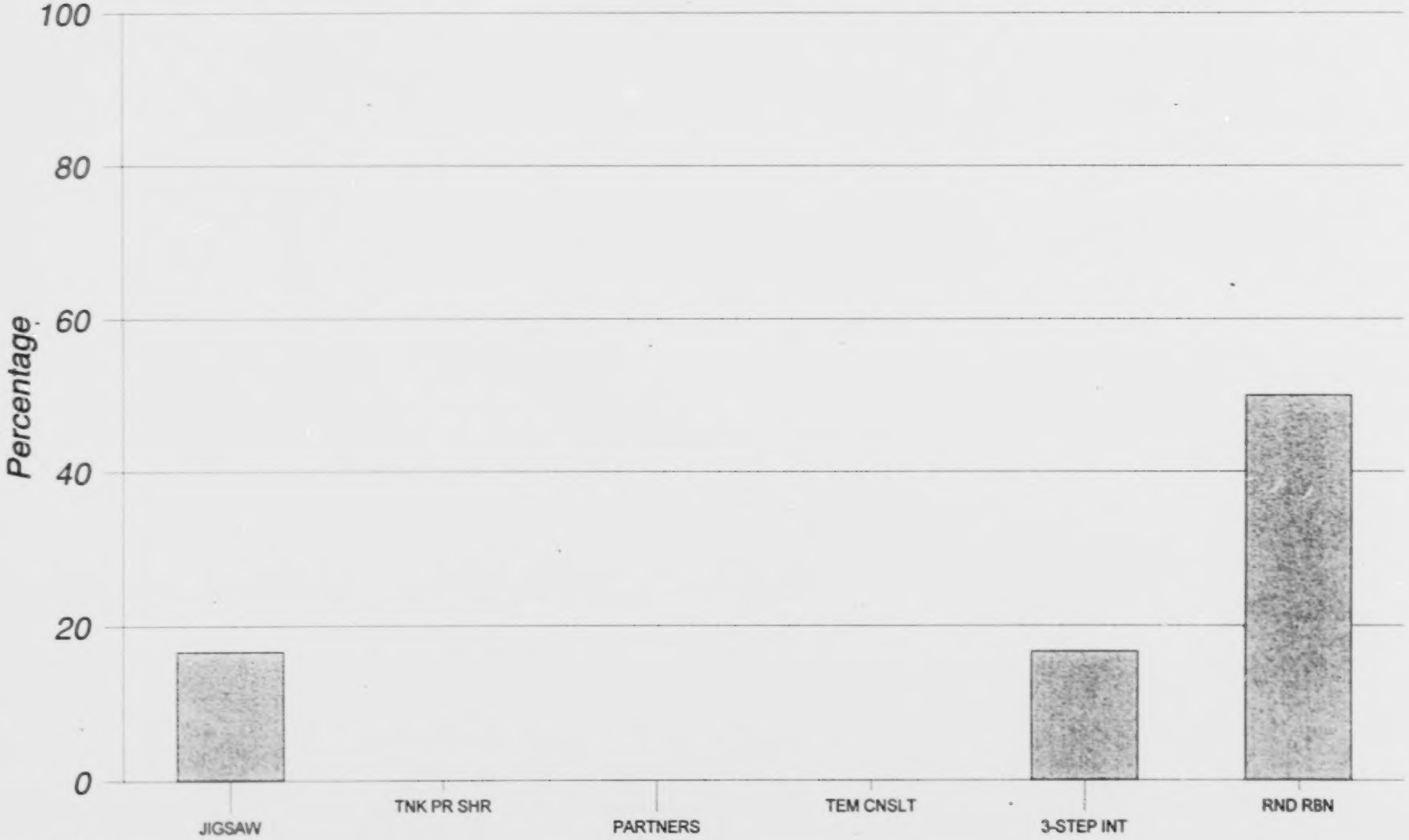
Facilitating Behaviors



Sue - Collaborative Task

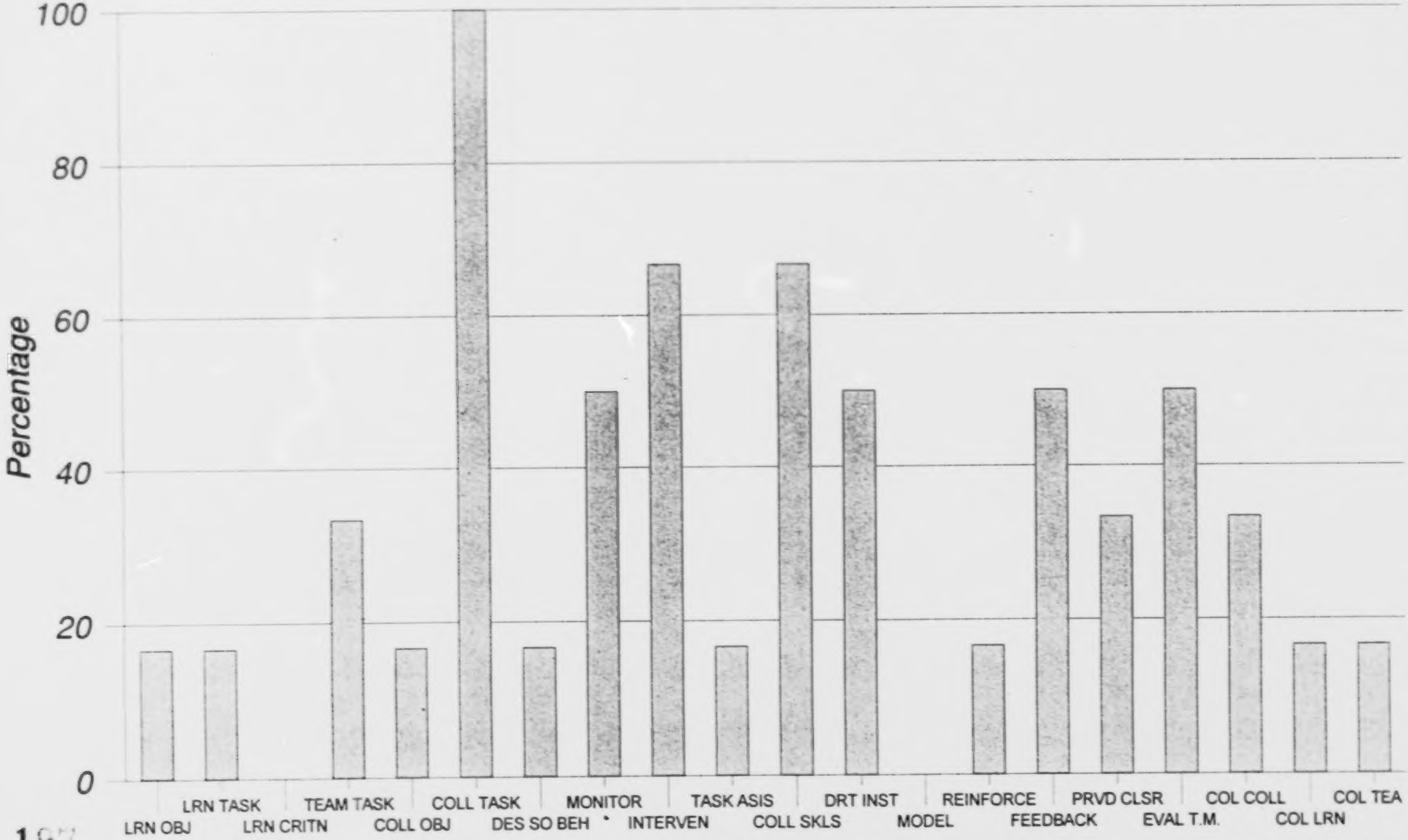


Sue - Collaborative Task

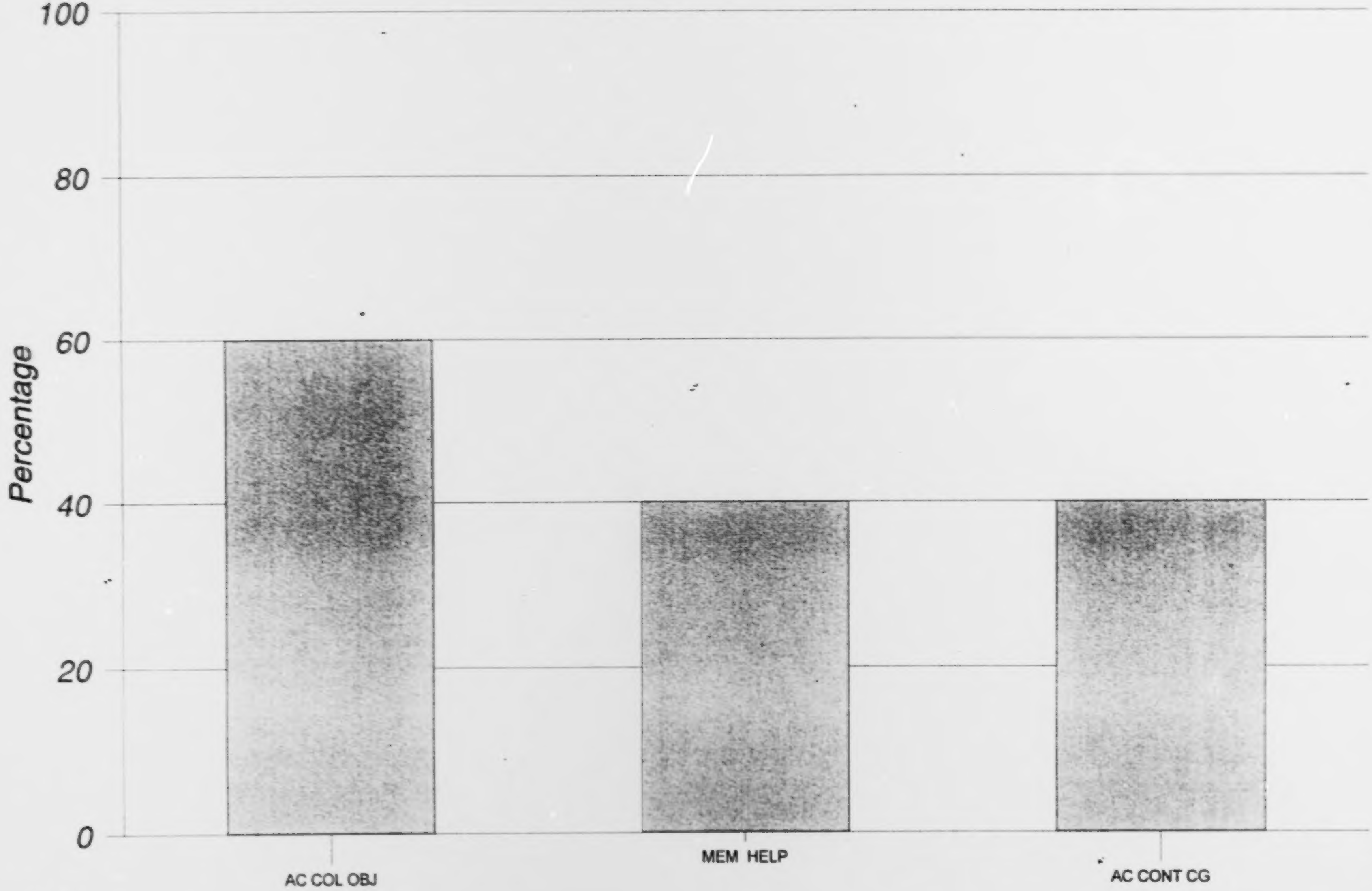

Structures

Sue - Collaborative Task

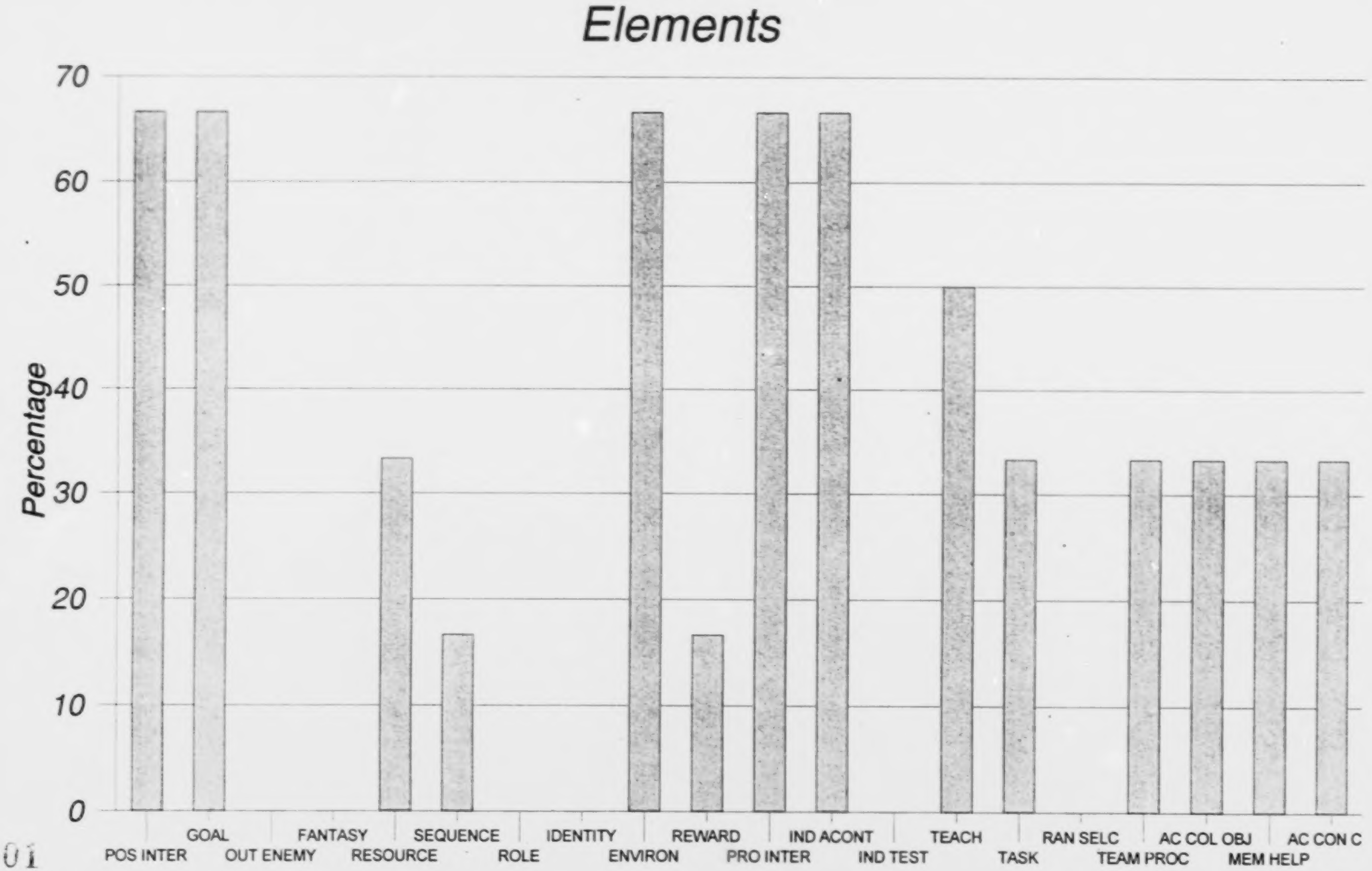
Facilitating Behaviors



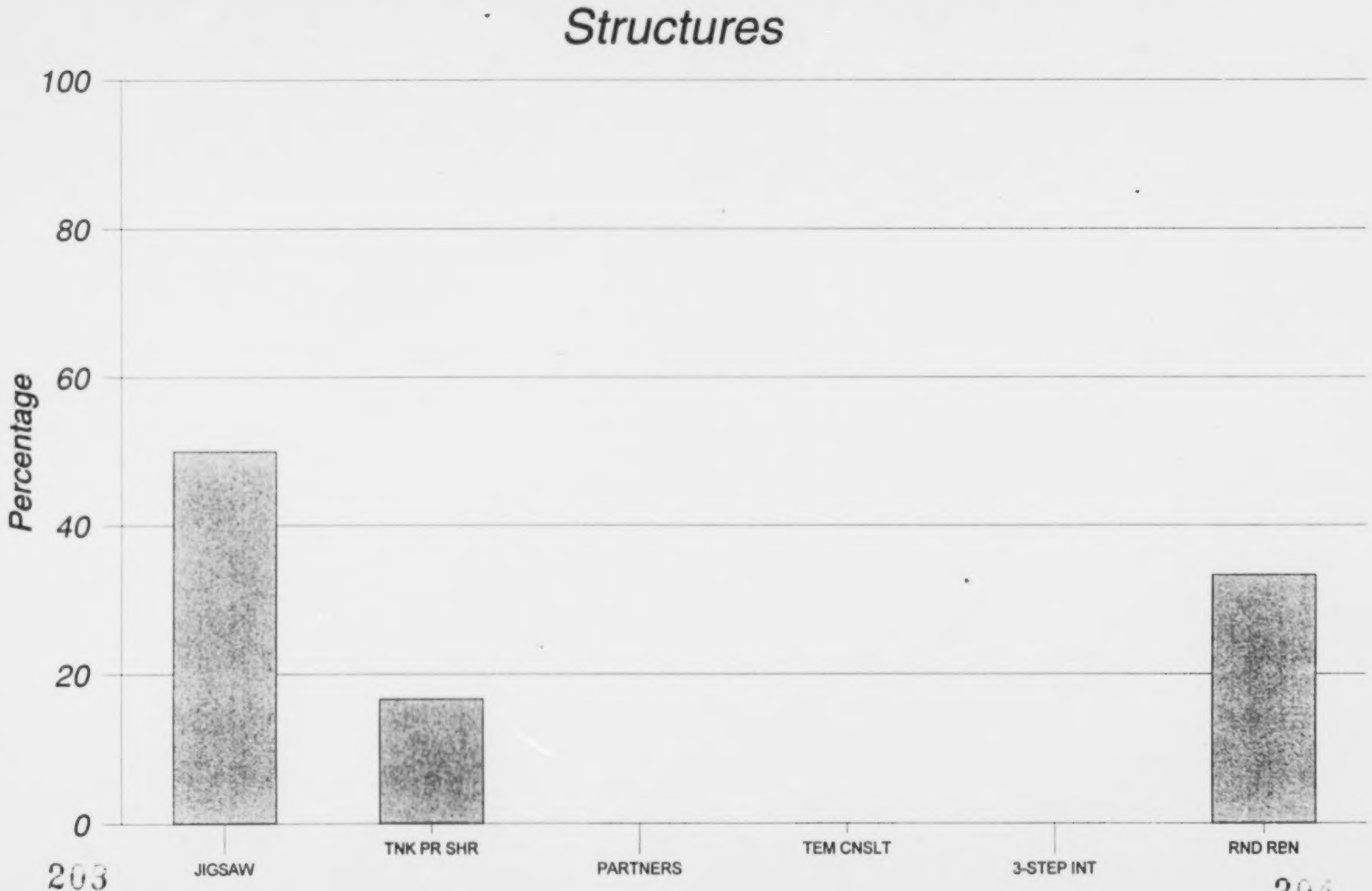
Sue - Team Processing



Priscilla - Learning Task

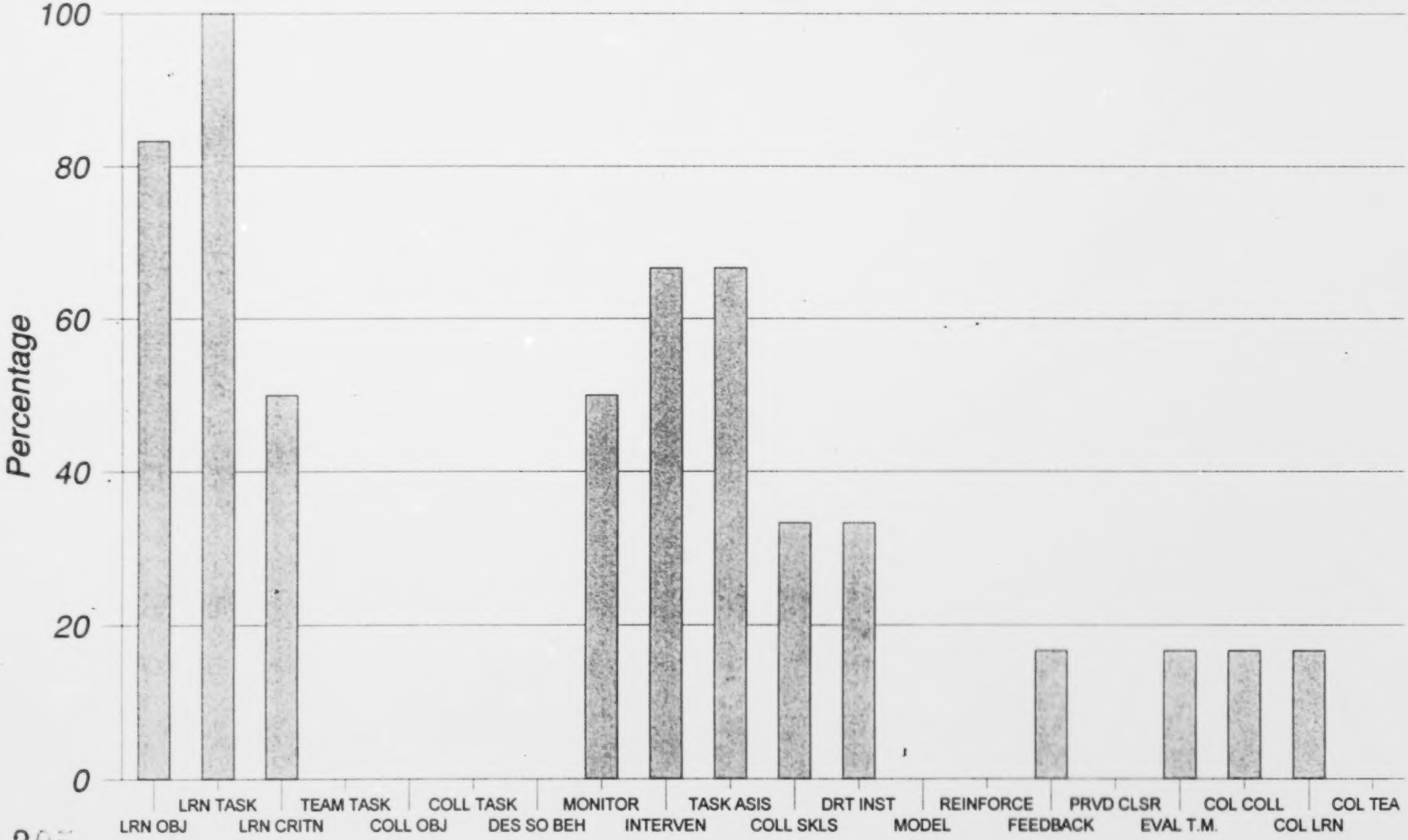


Priscilla - Learning Task

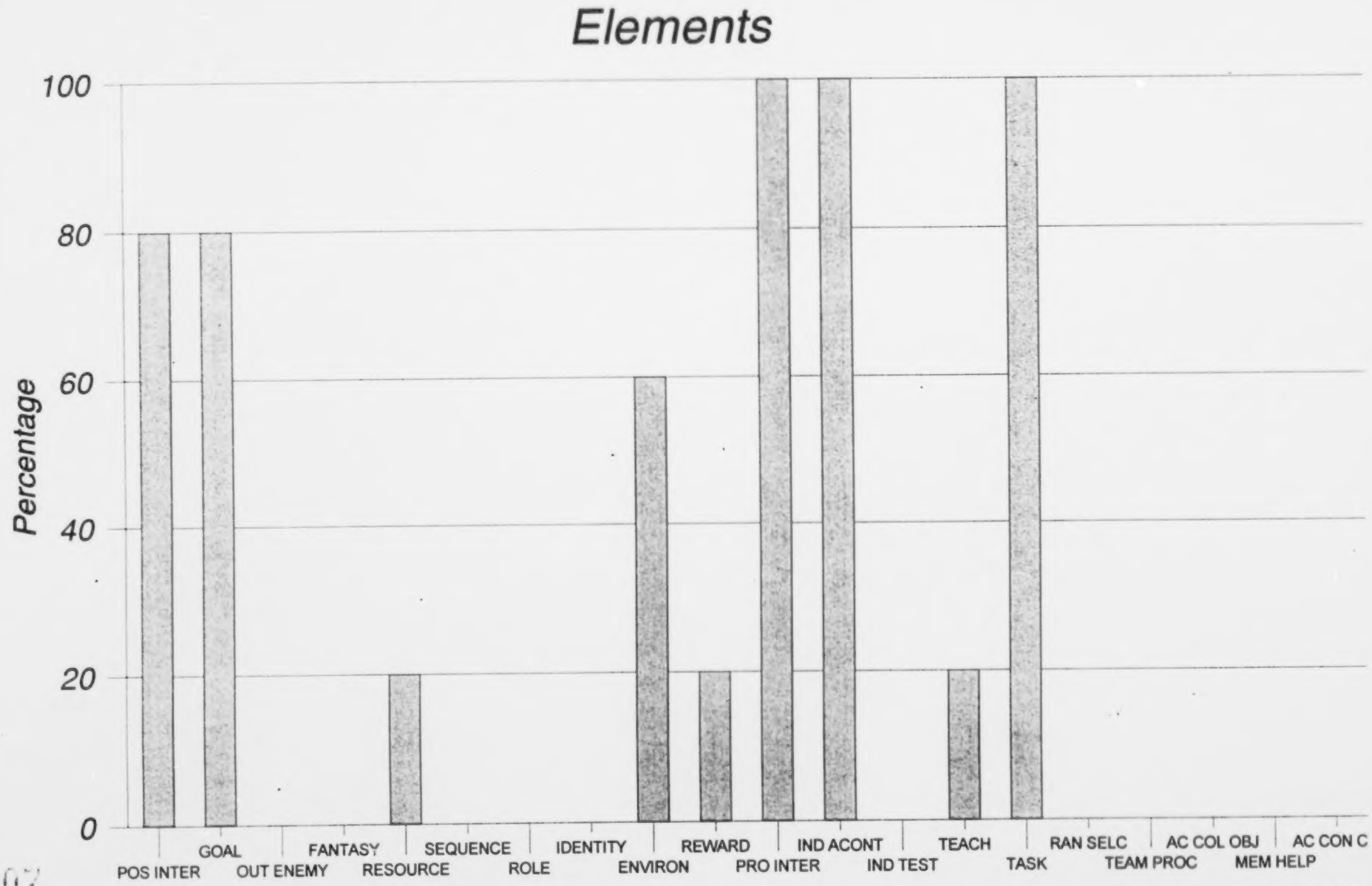


Priscilla - Learning Task

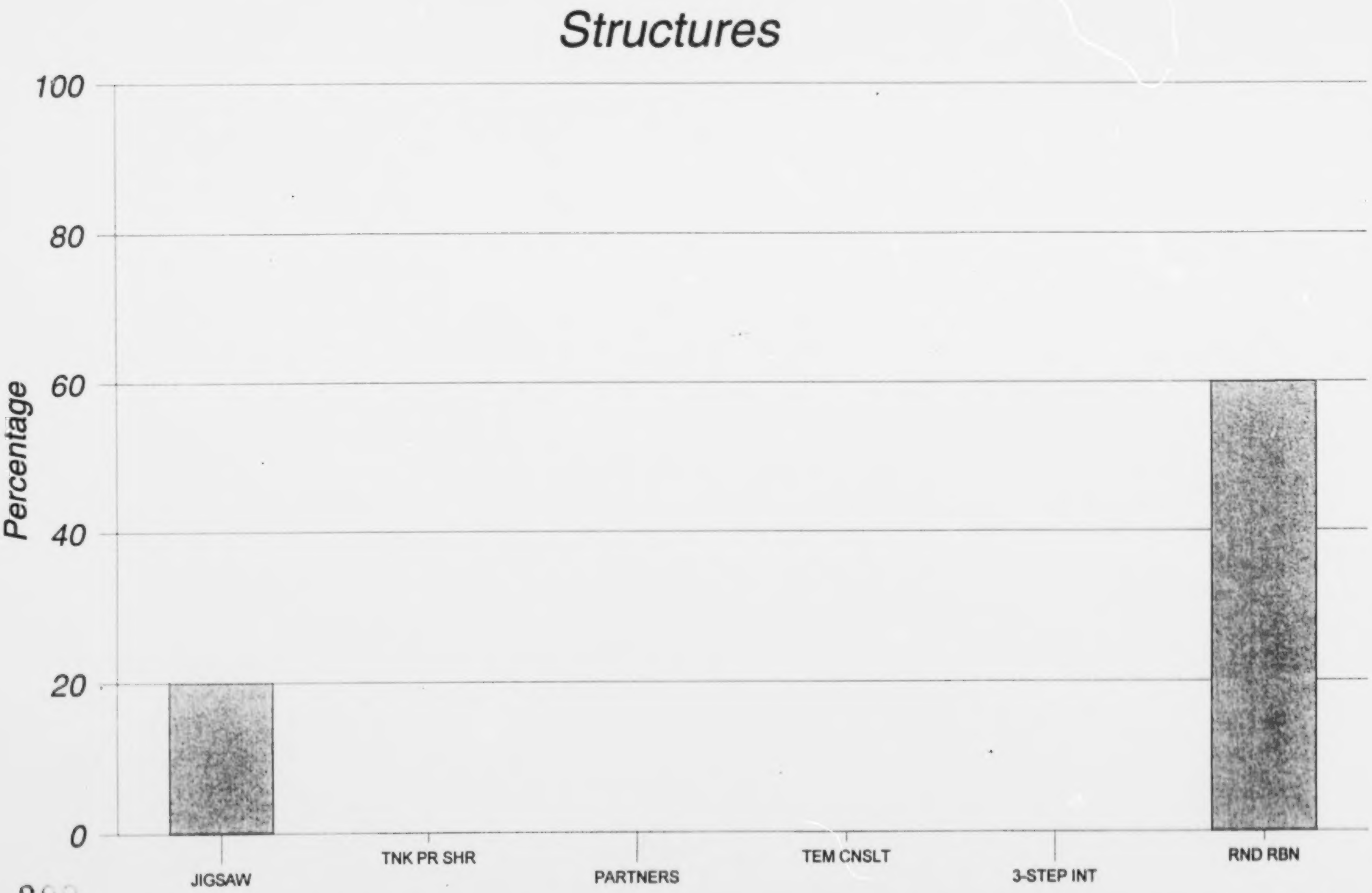
Facilitating Behaviors



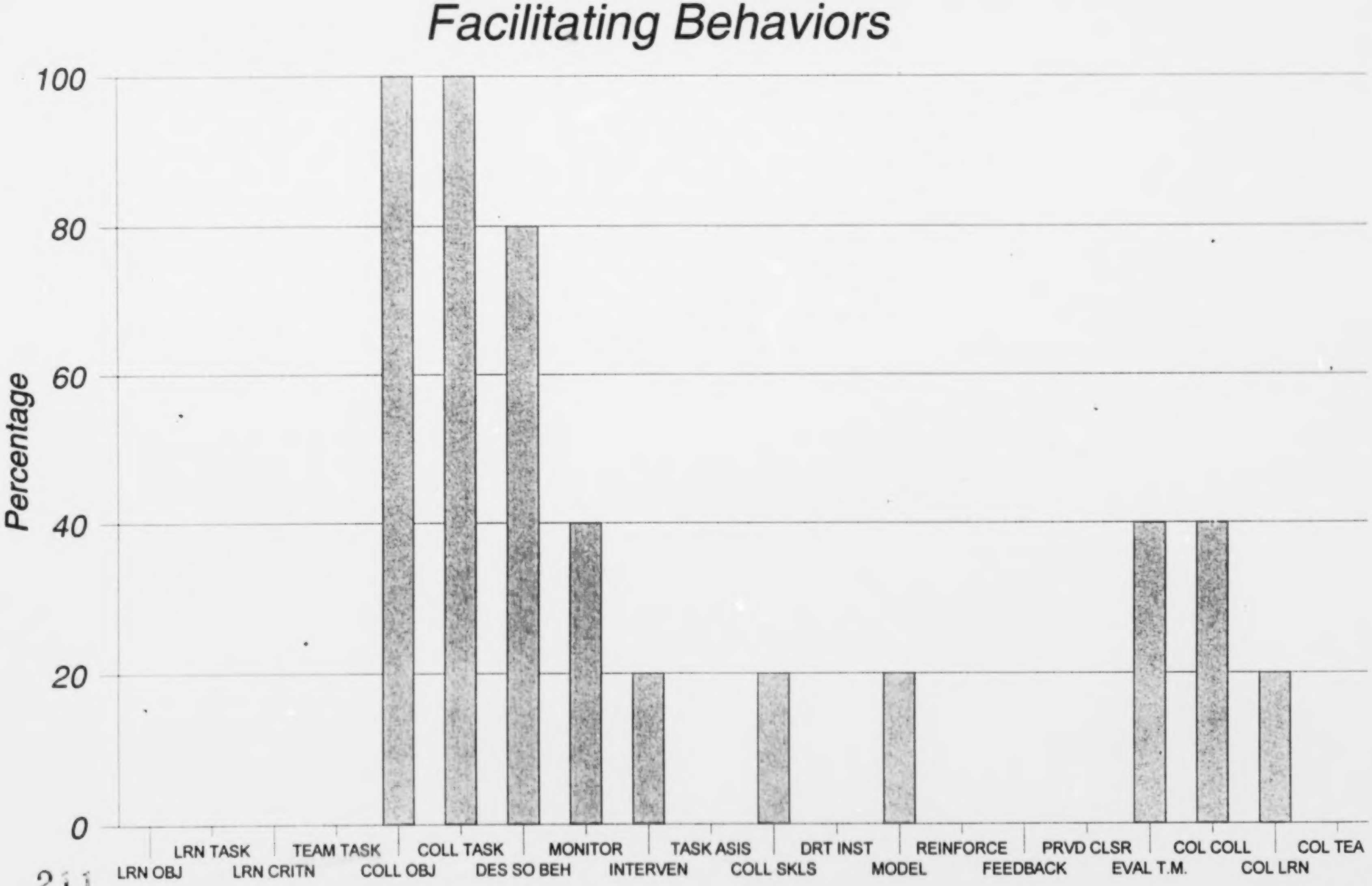
Priscilla - Collaborative Task



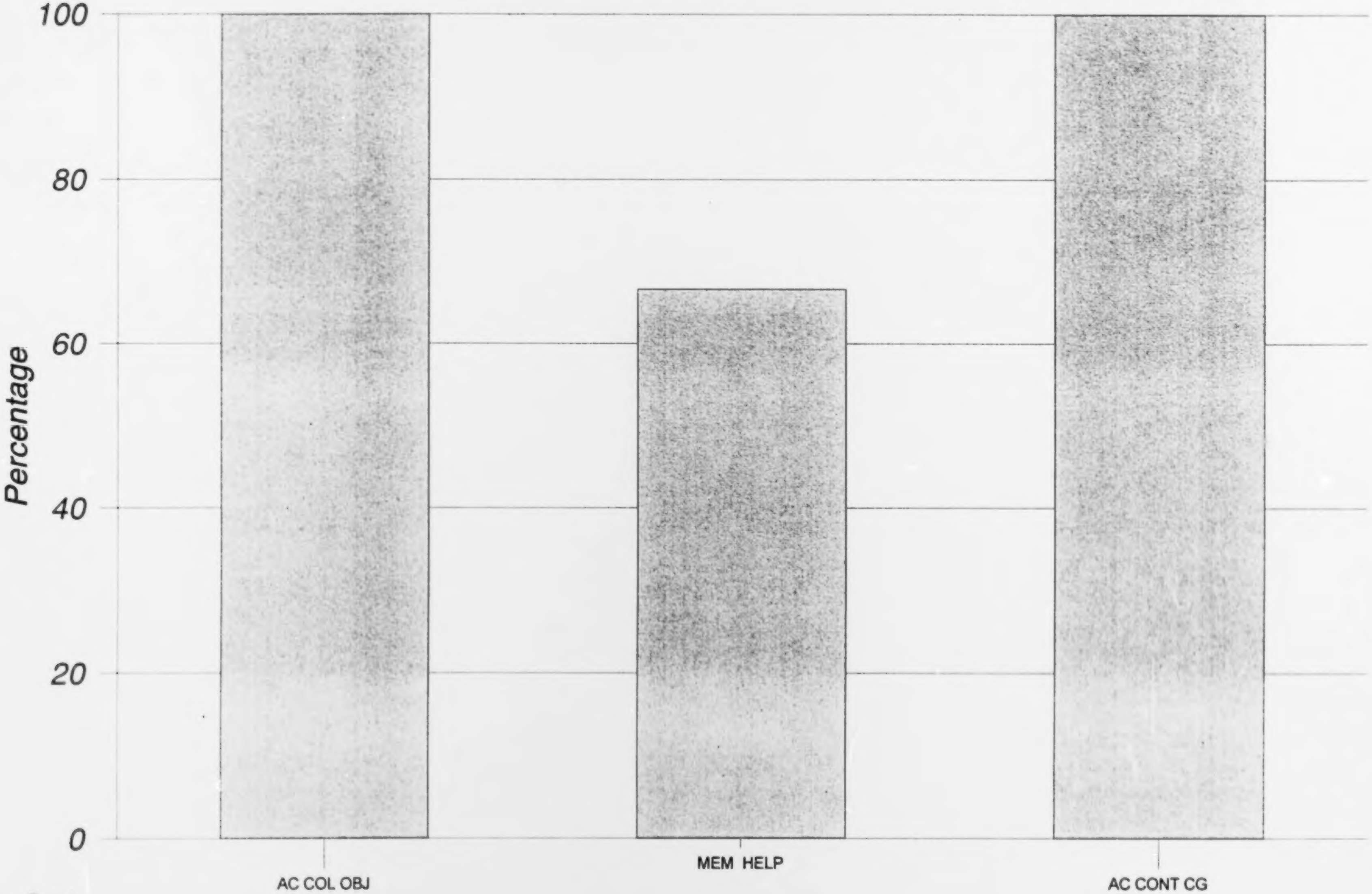
Priscilla - Collaborative Task



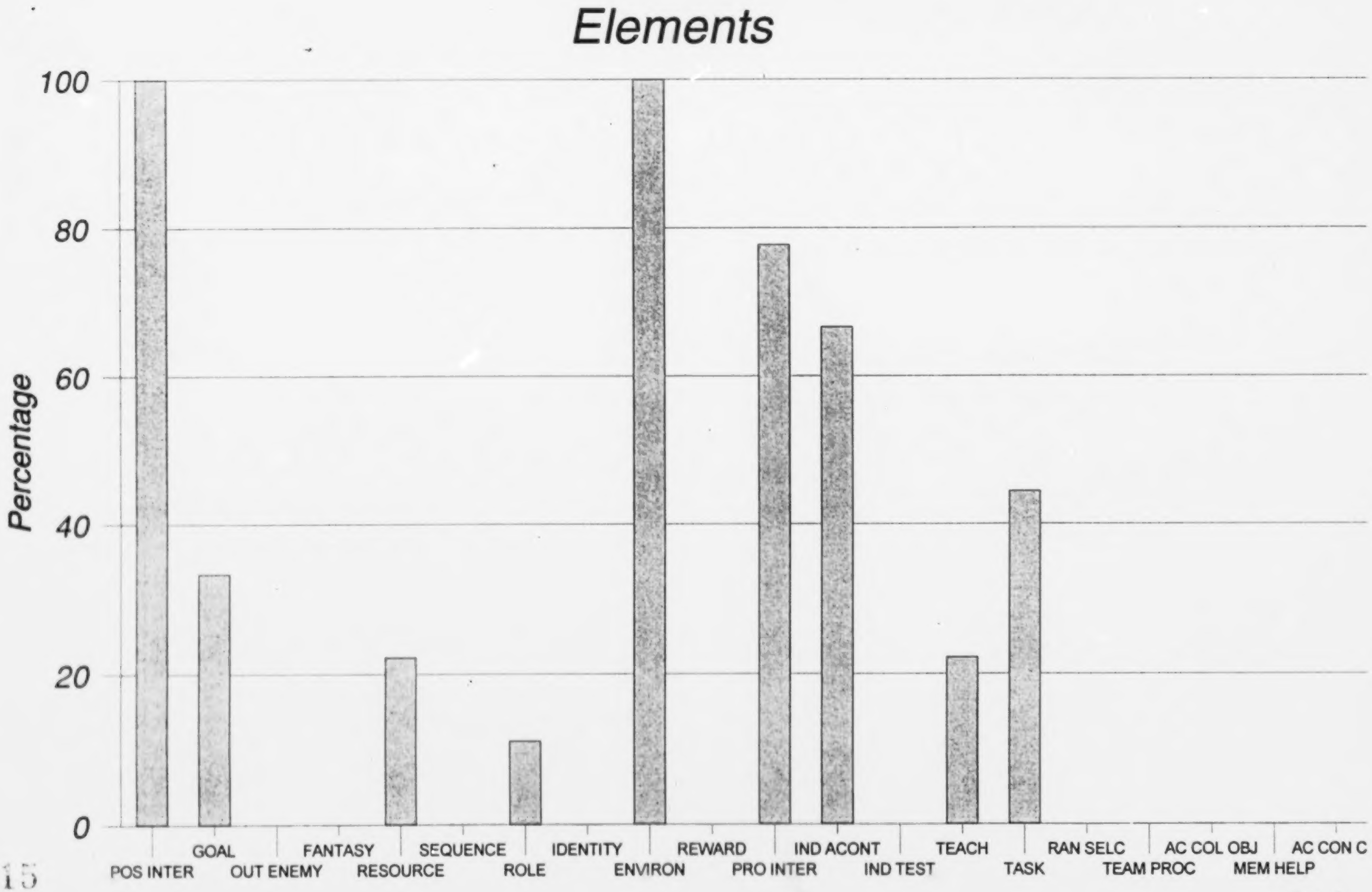
Priscilla - Collaborative Task



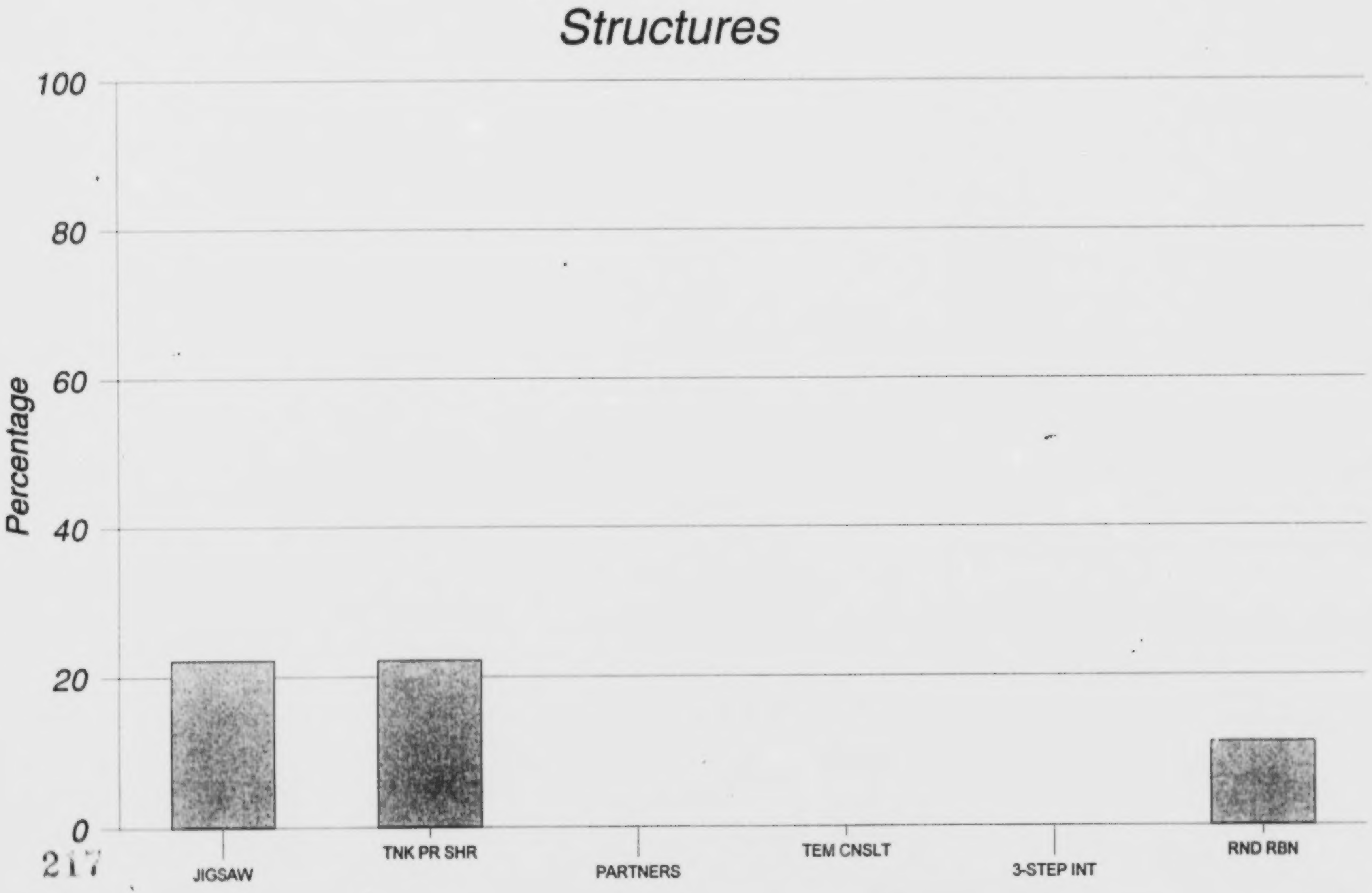
Priscilla - Team Processing



Sherri - Learning Task

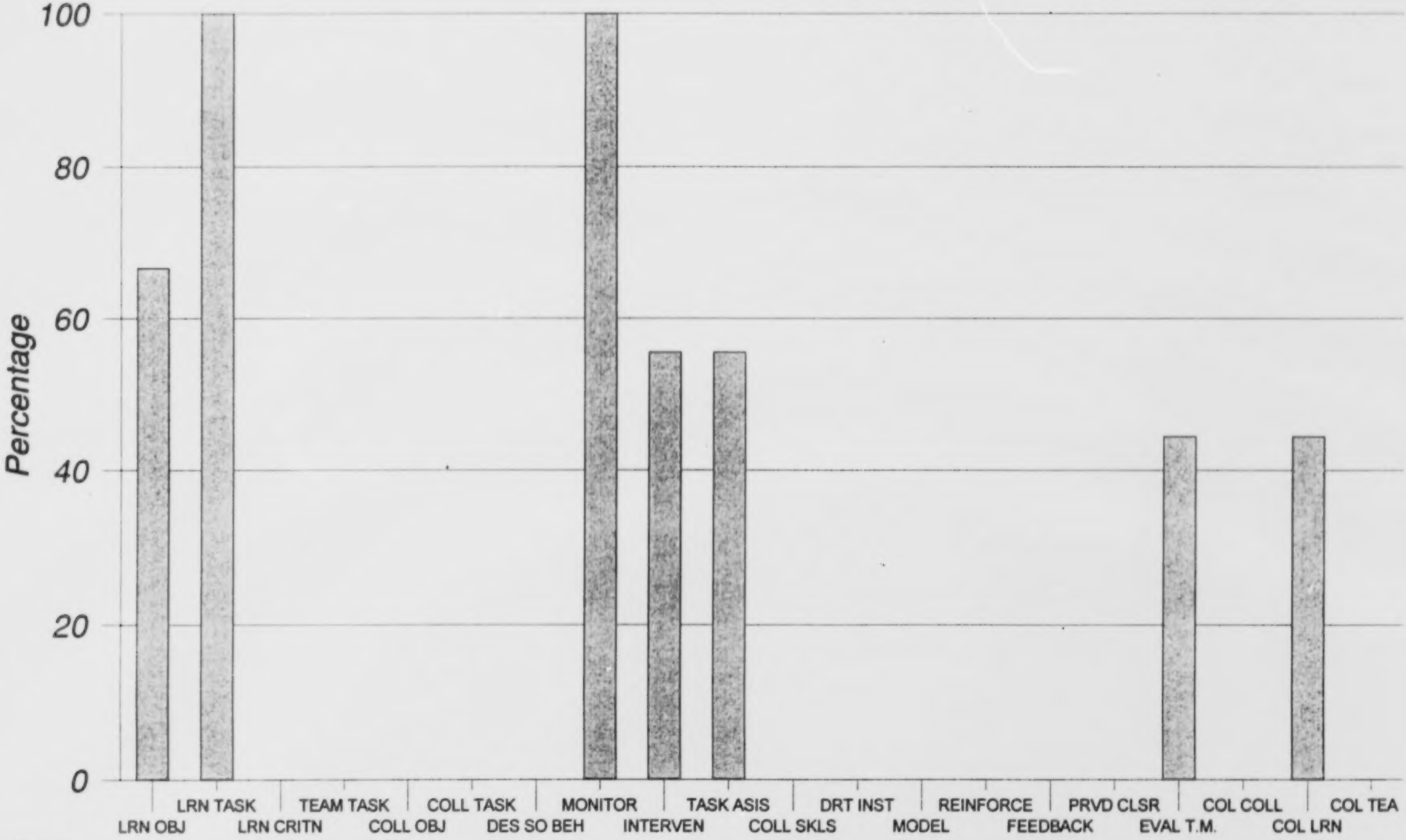


Sherri - Learning Task

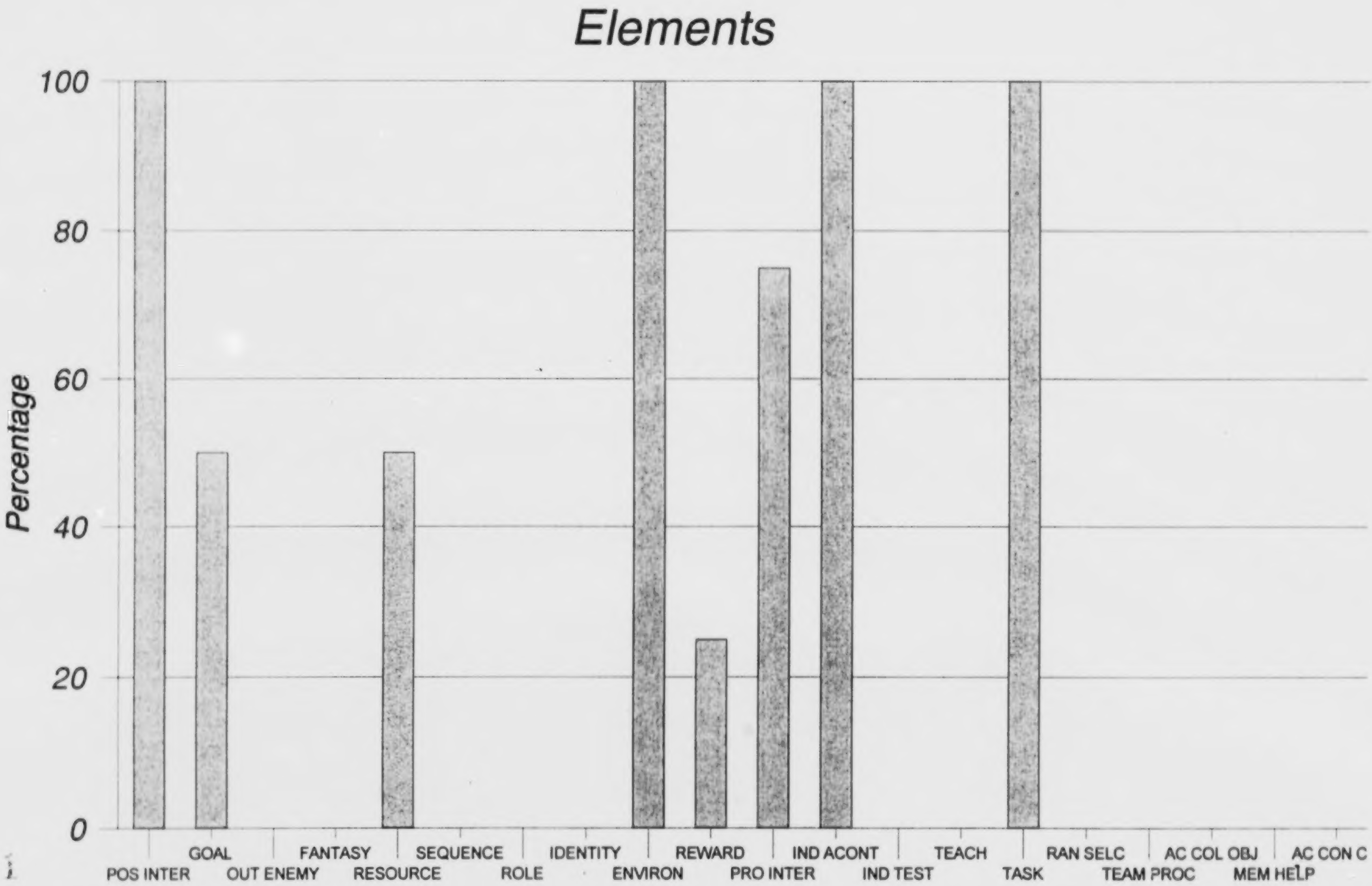


Sherri - Learning Task

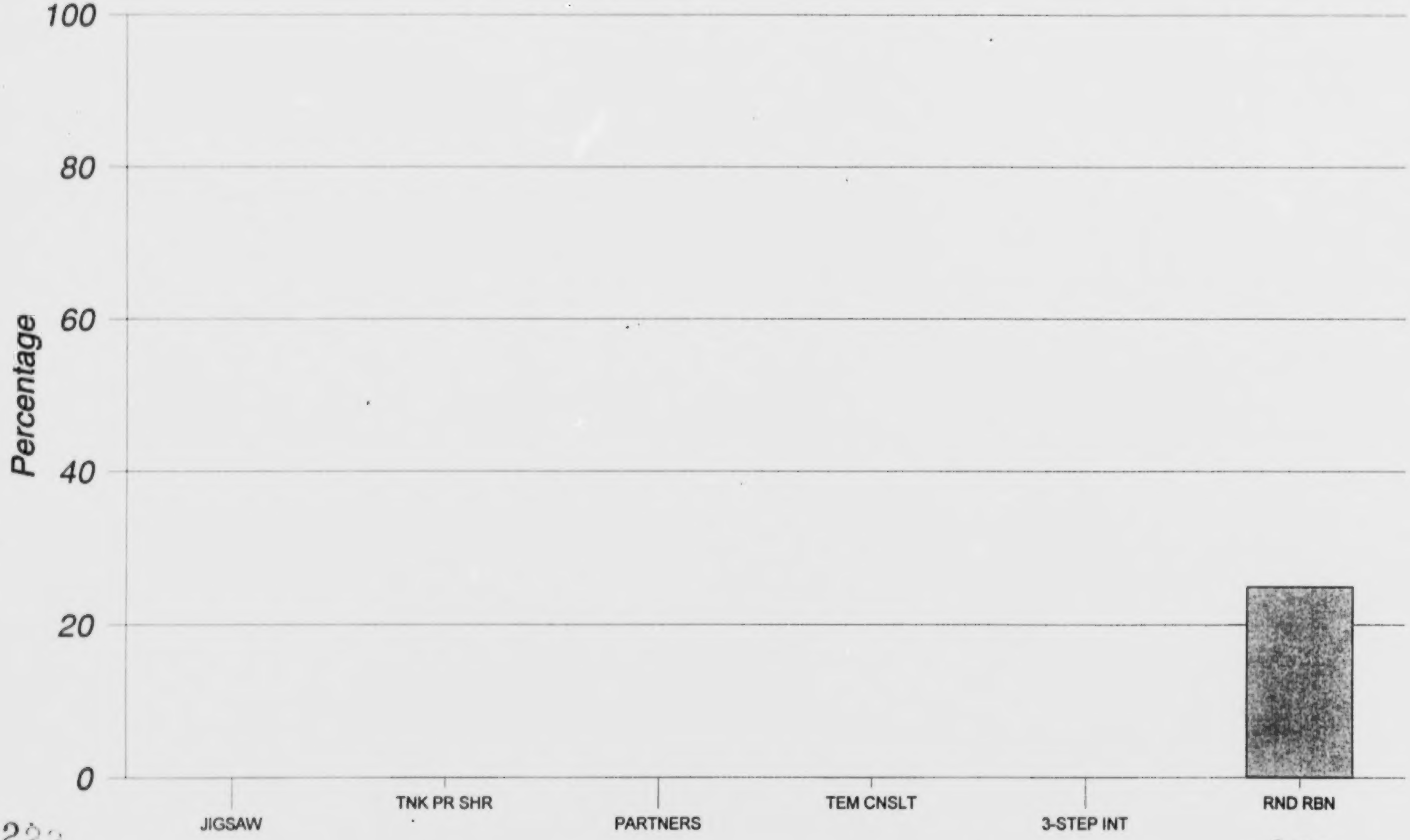
Facilitating Behaviors



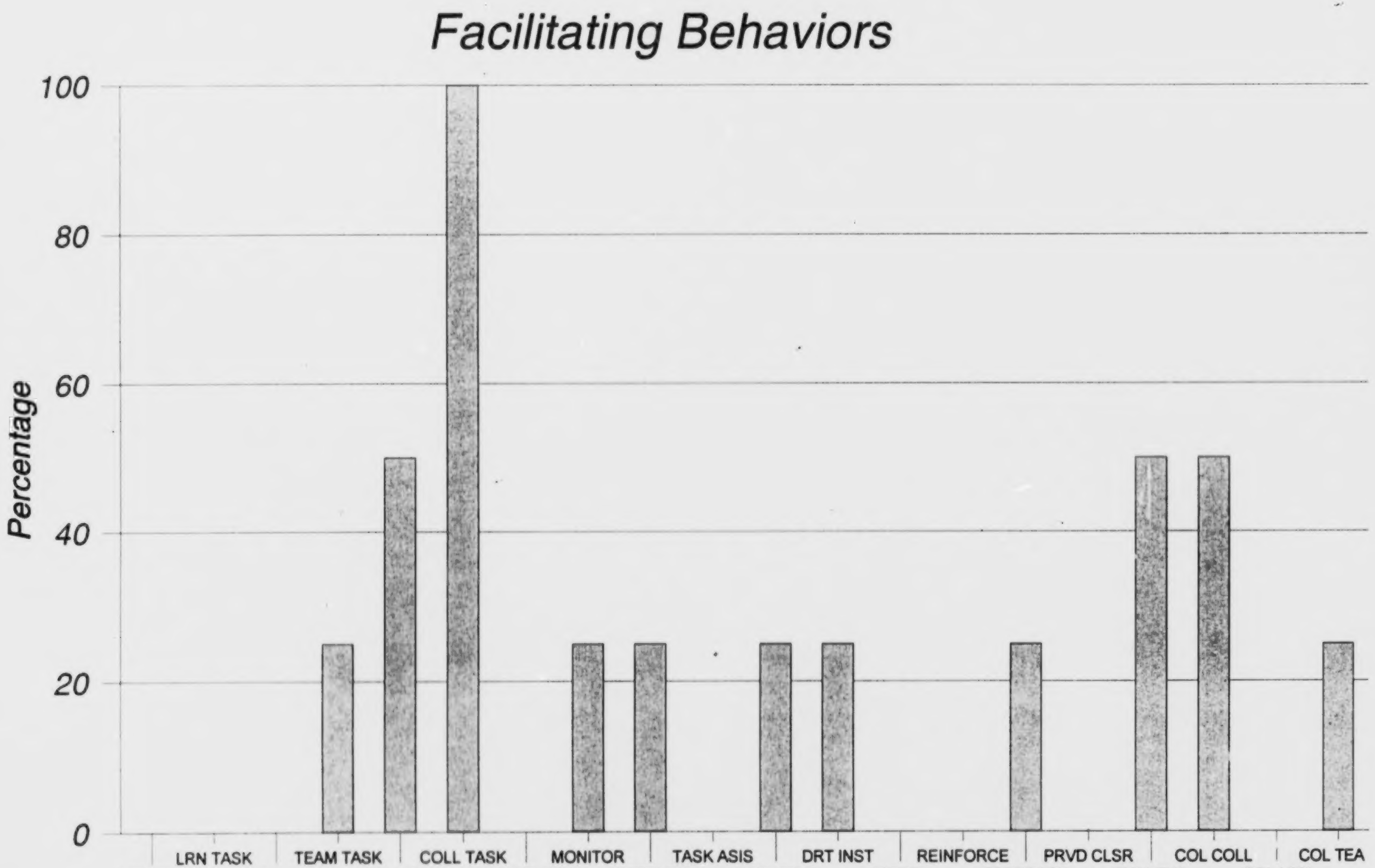
Sherri - Collaborative Task



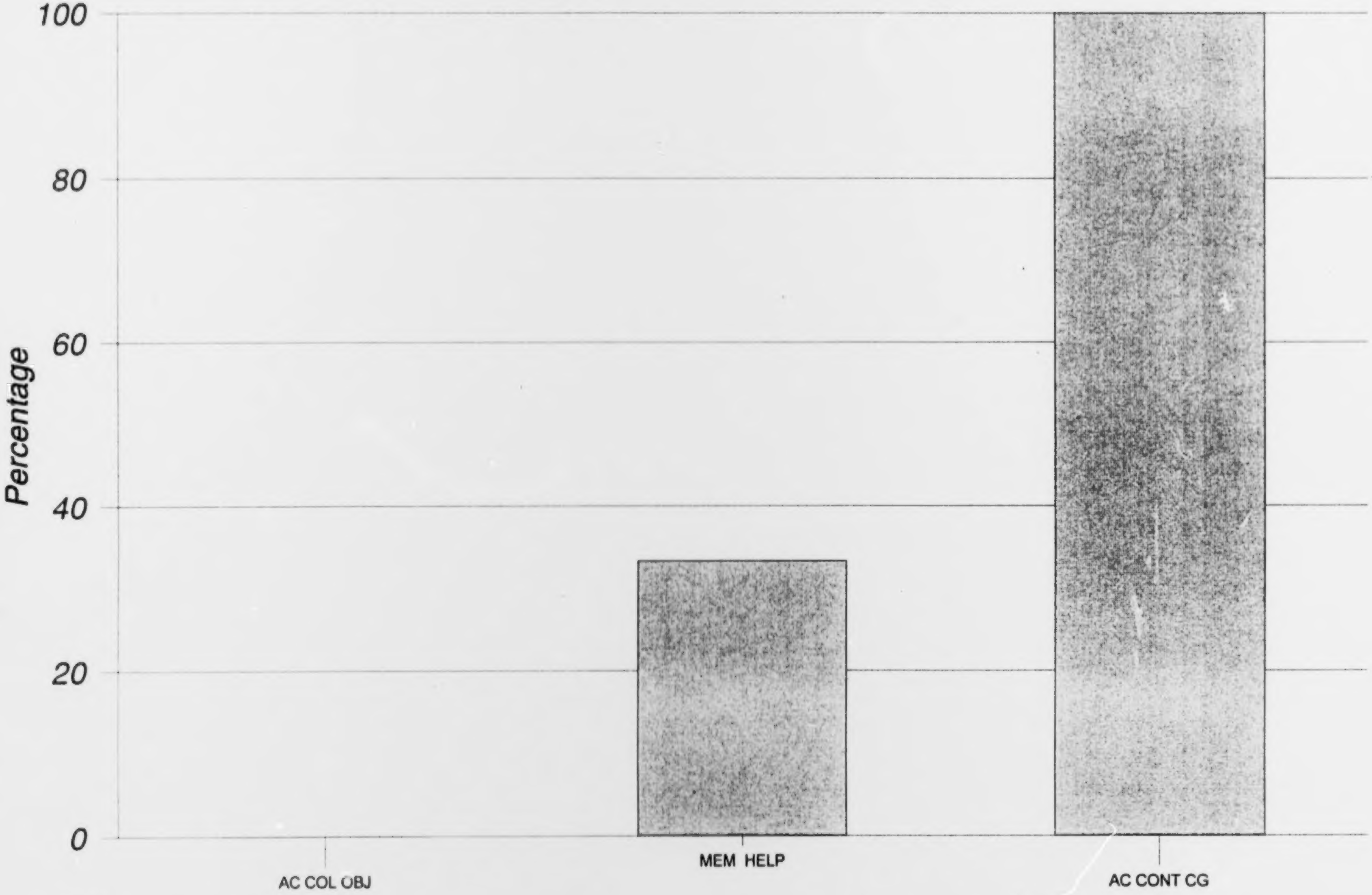
Sherri - Collaborative Task


Structures

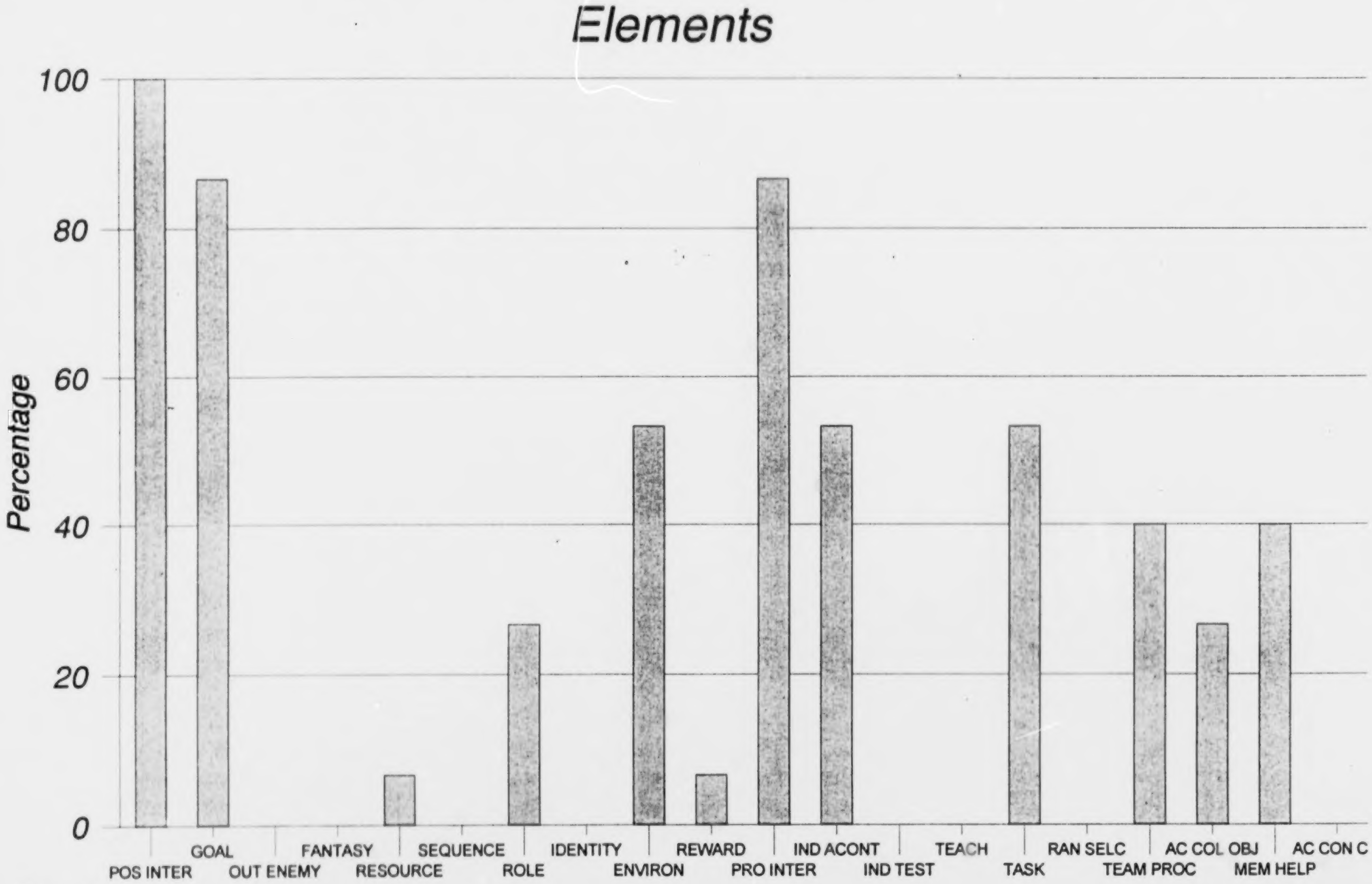
Sherri - Collaborative Task



Sherri - Team Processing



Connie - Learning Task



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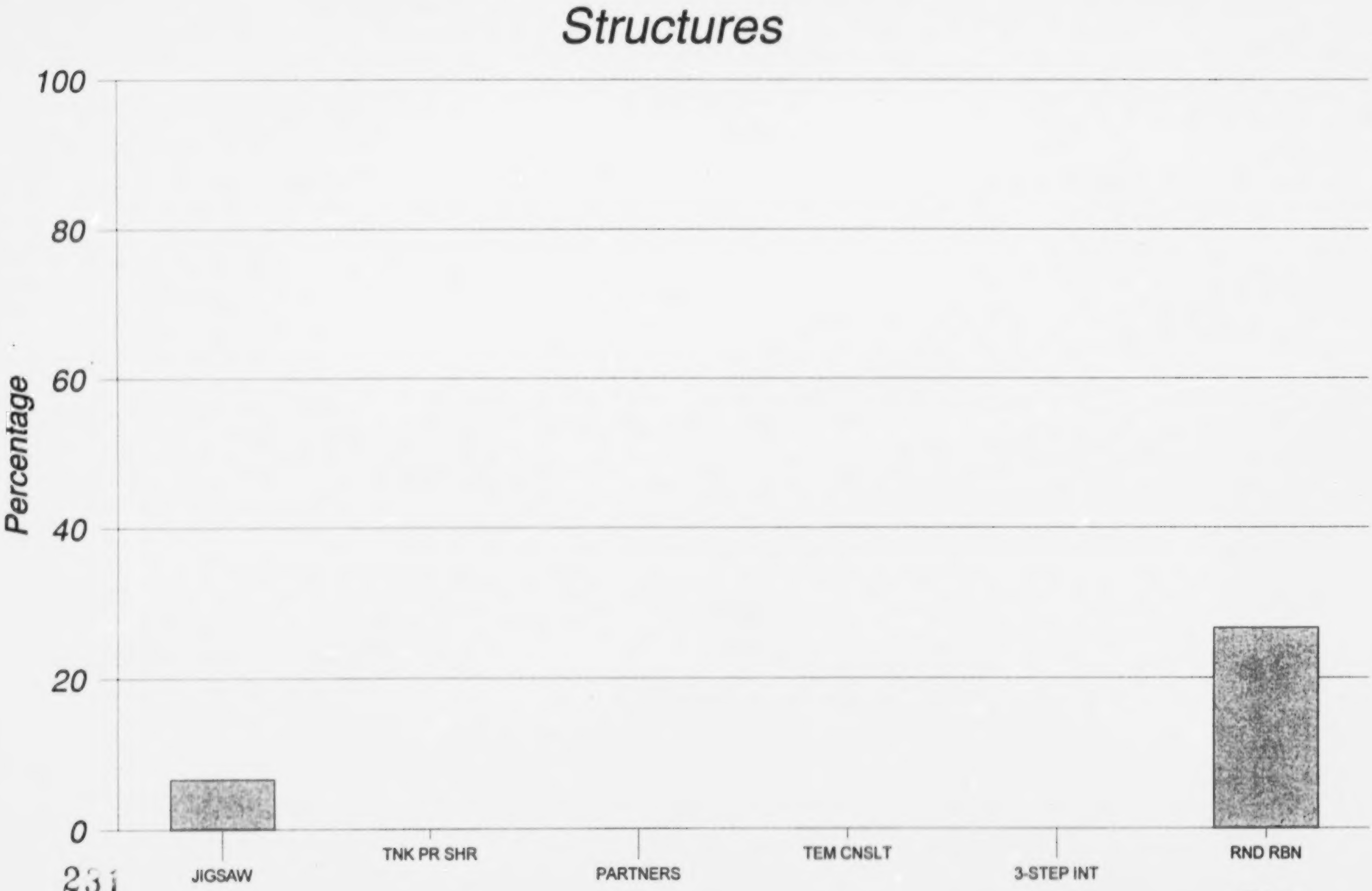
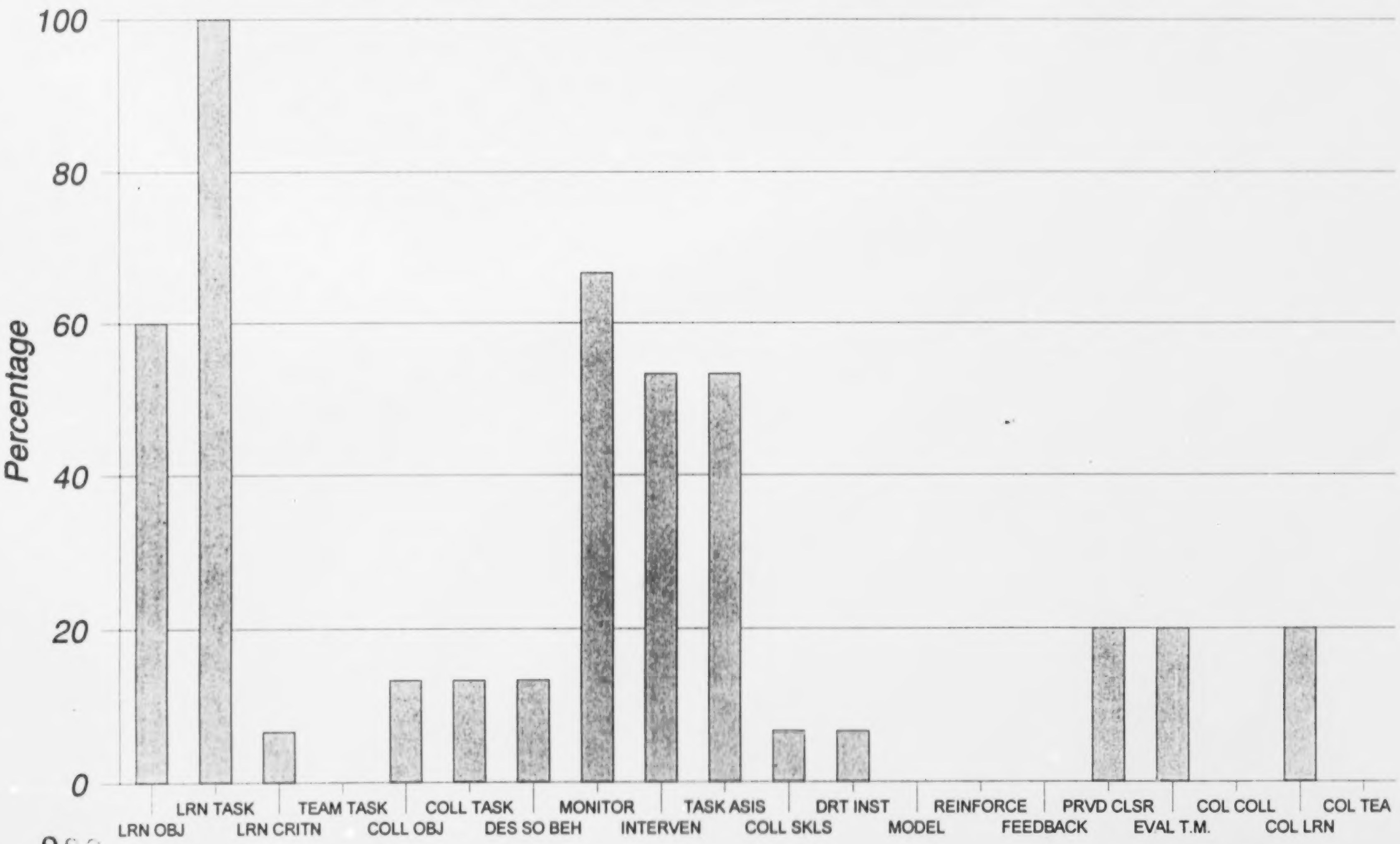


Connie - Learning Task

Facilitating Behaviors



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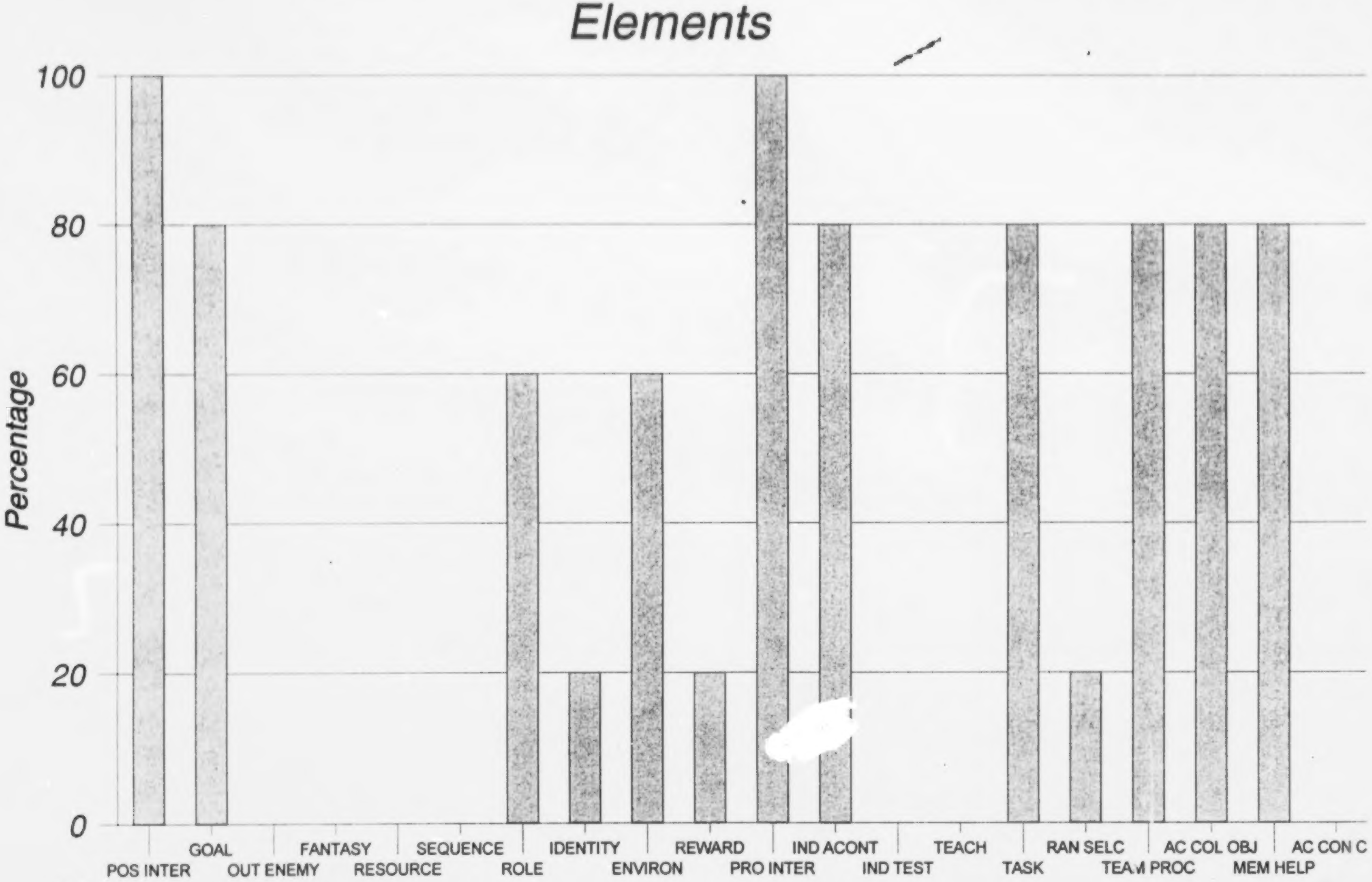

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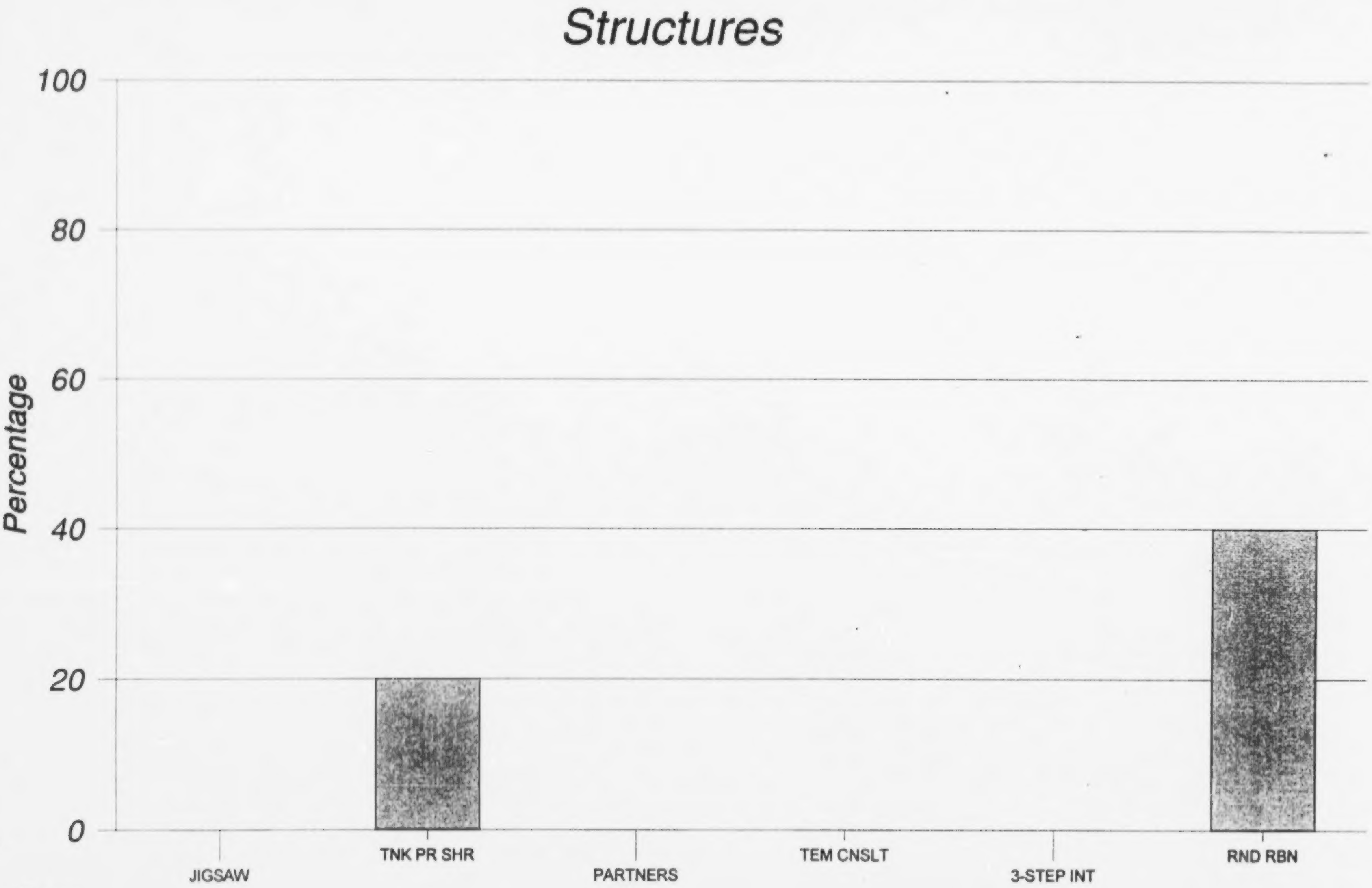

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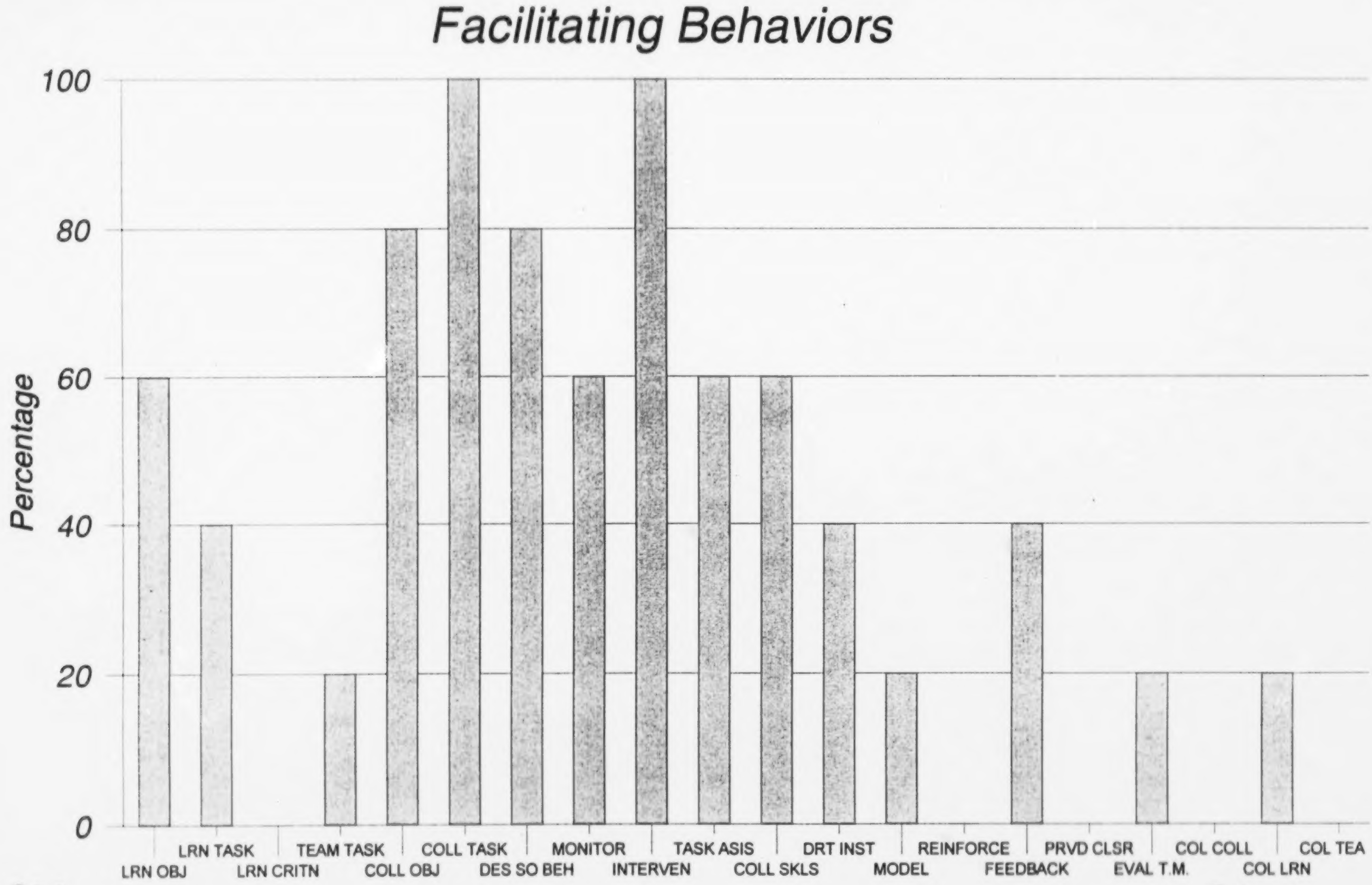

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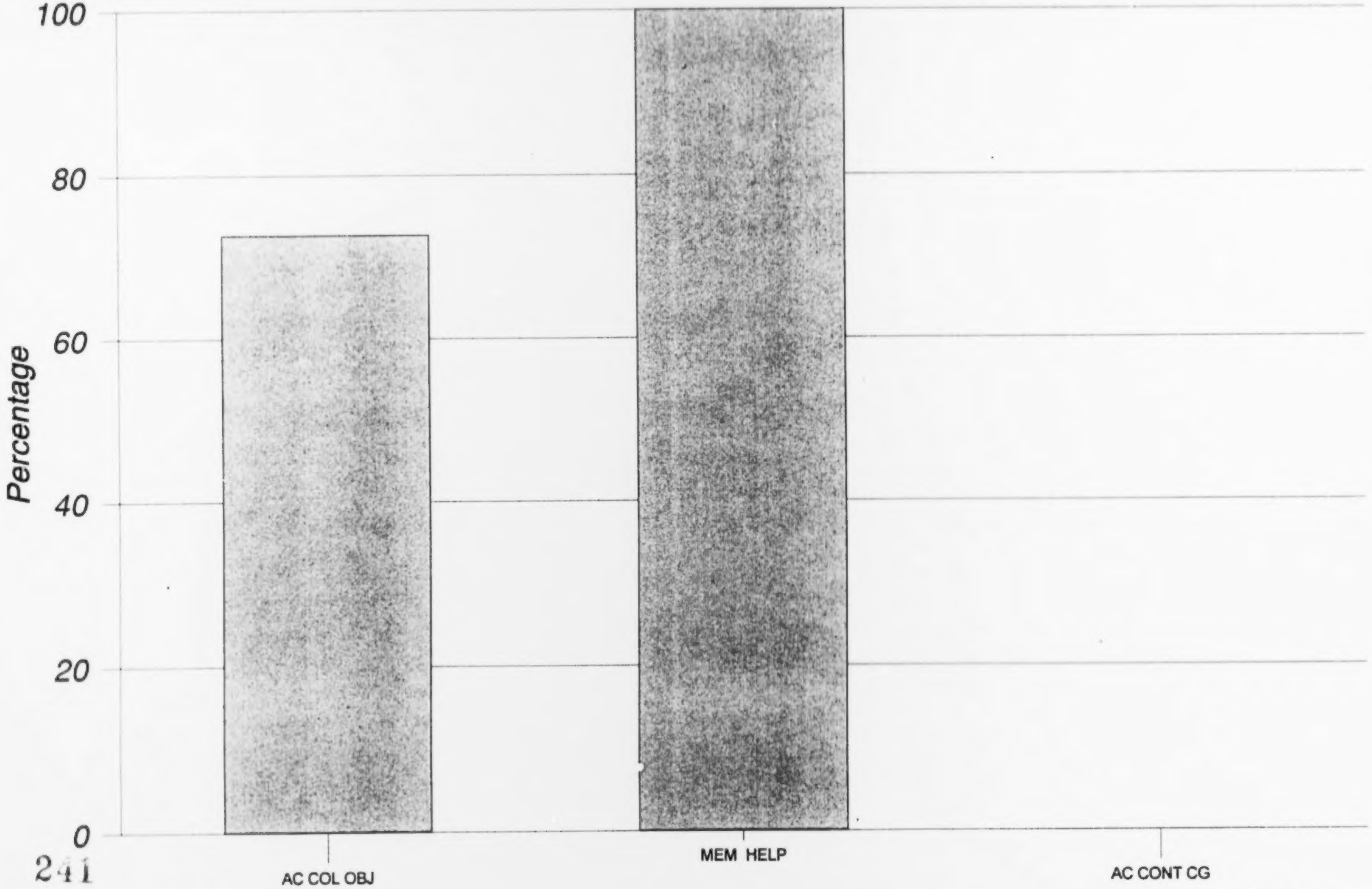
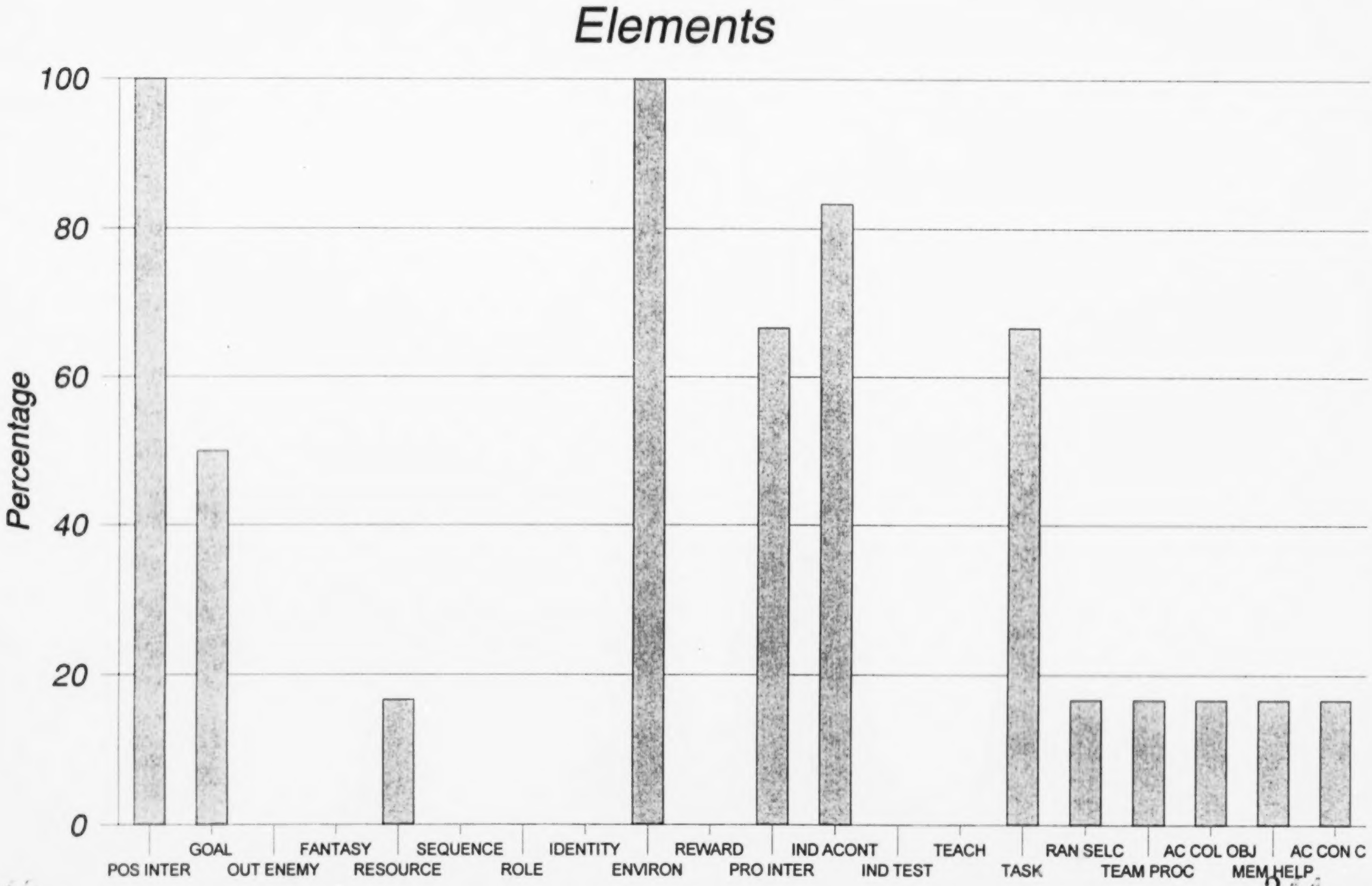


Terri - Learning Task



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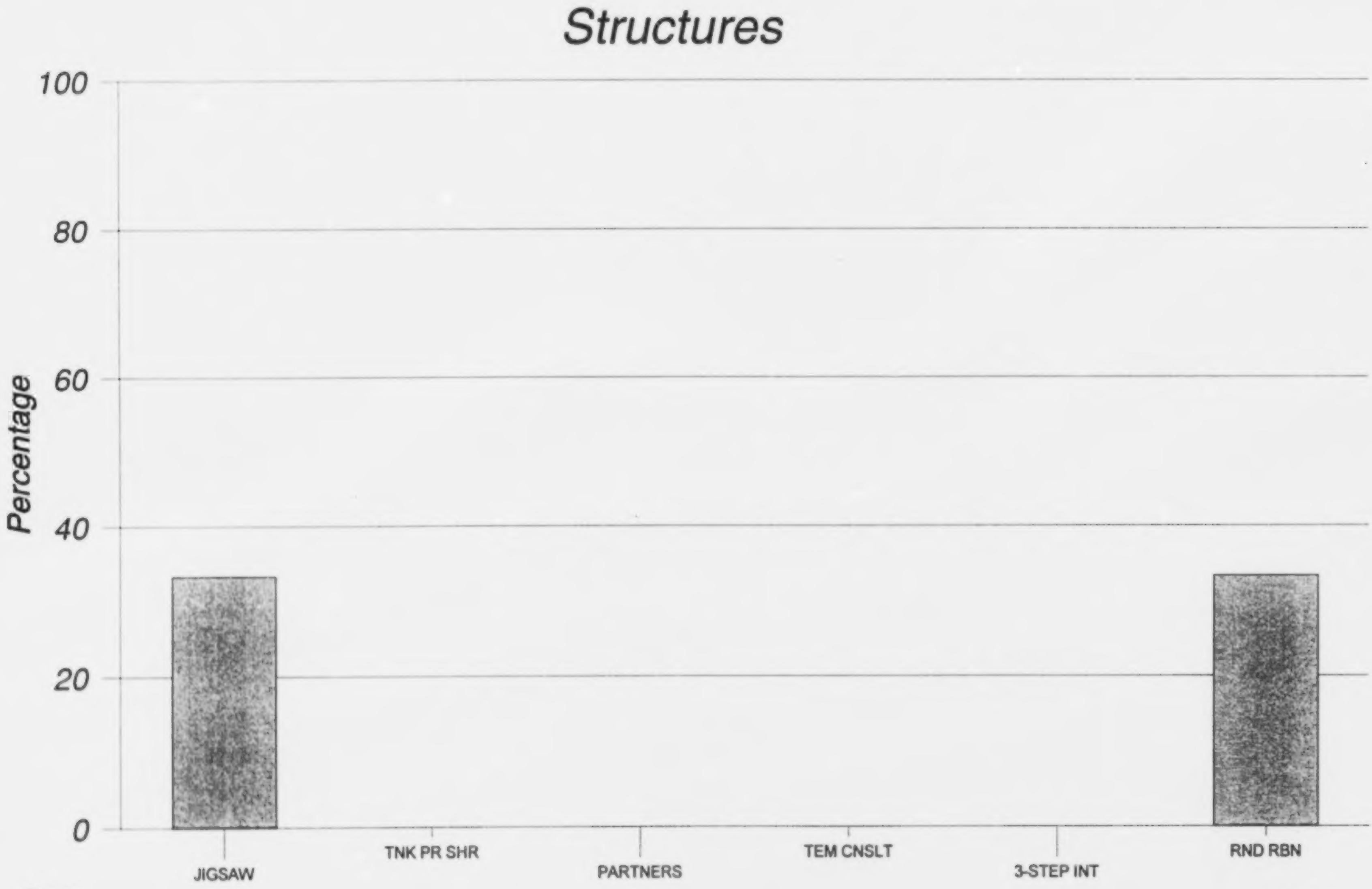

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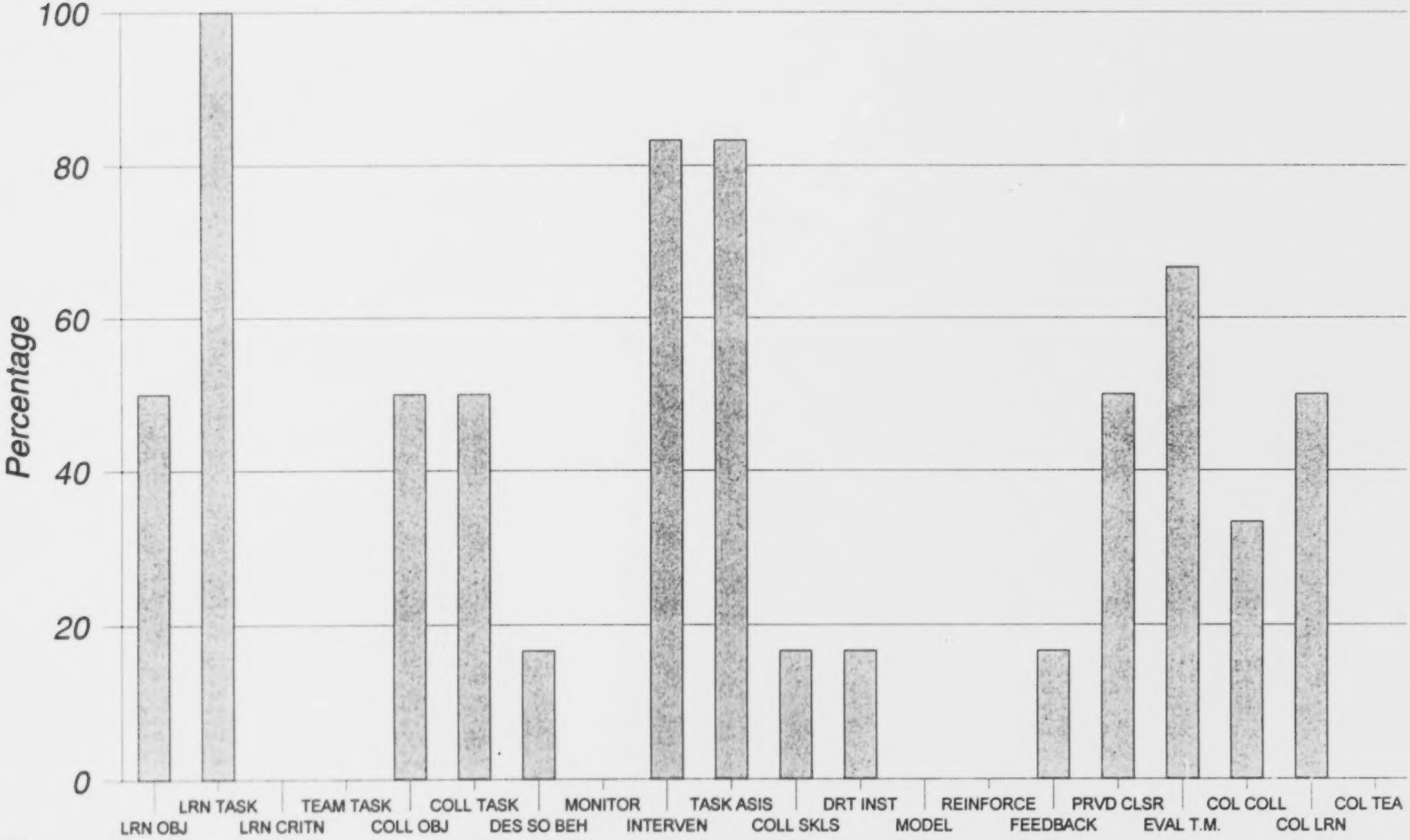
Facilitating Behaviors



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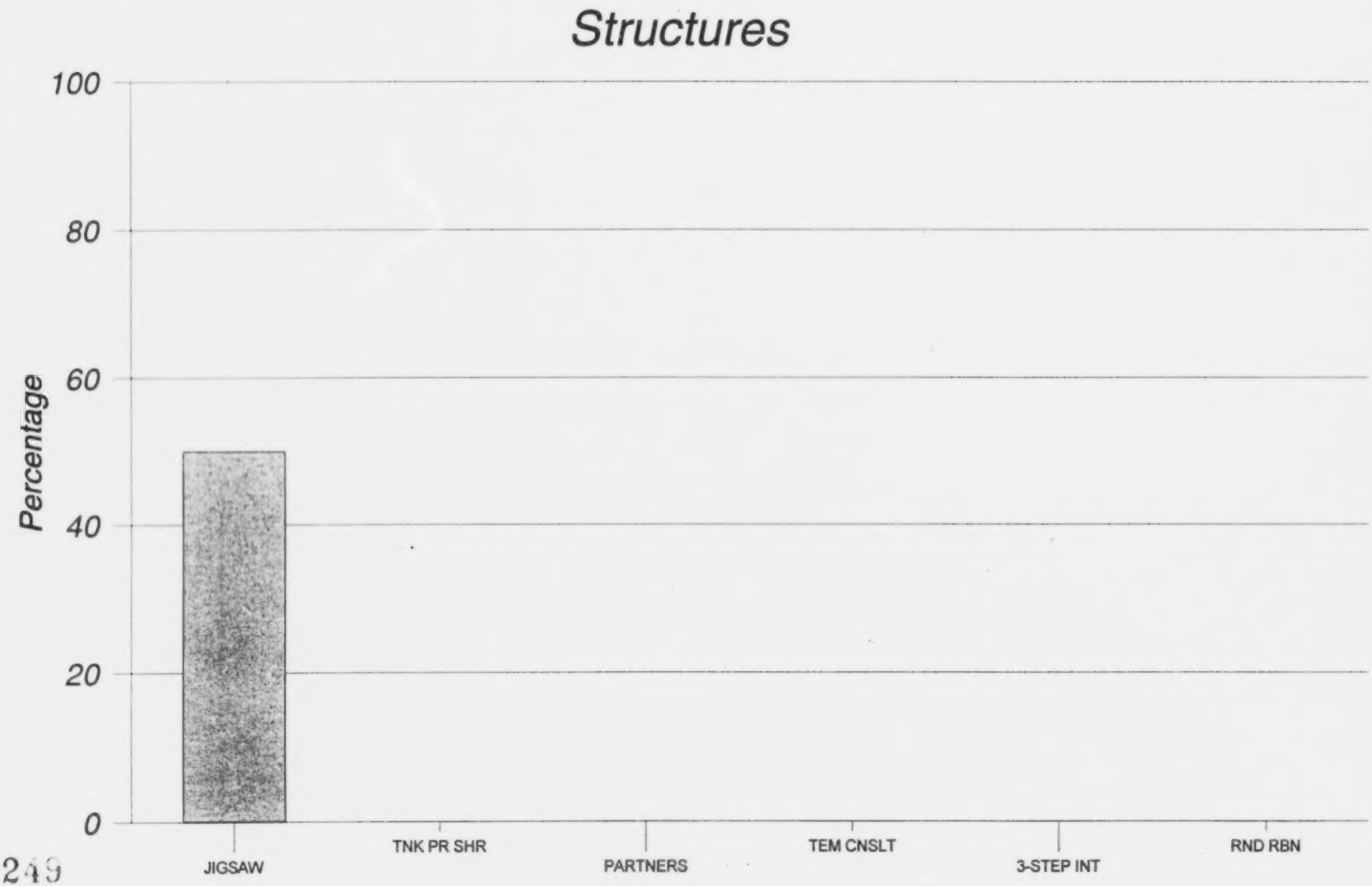

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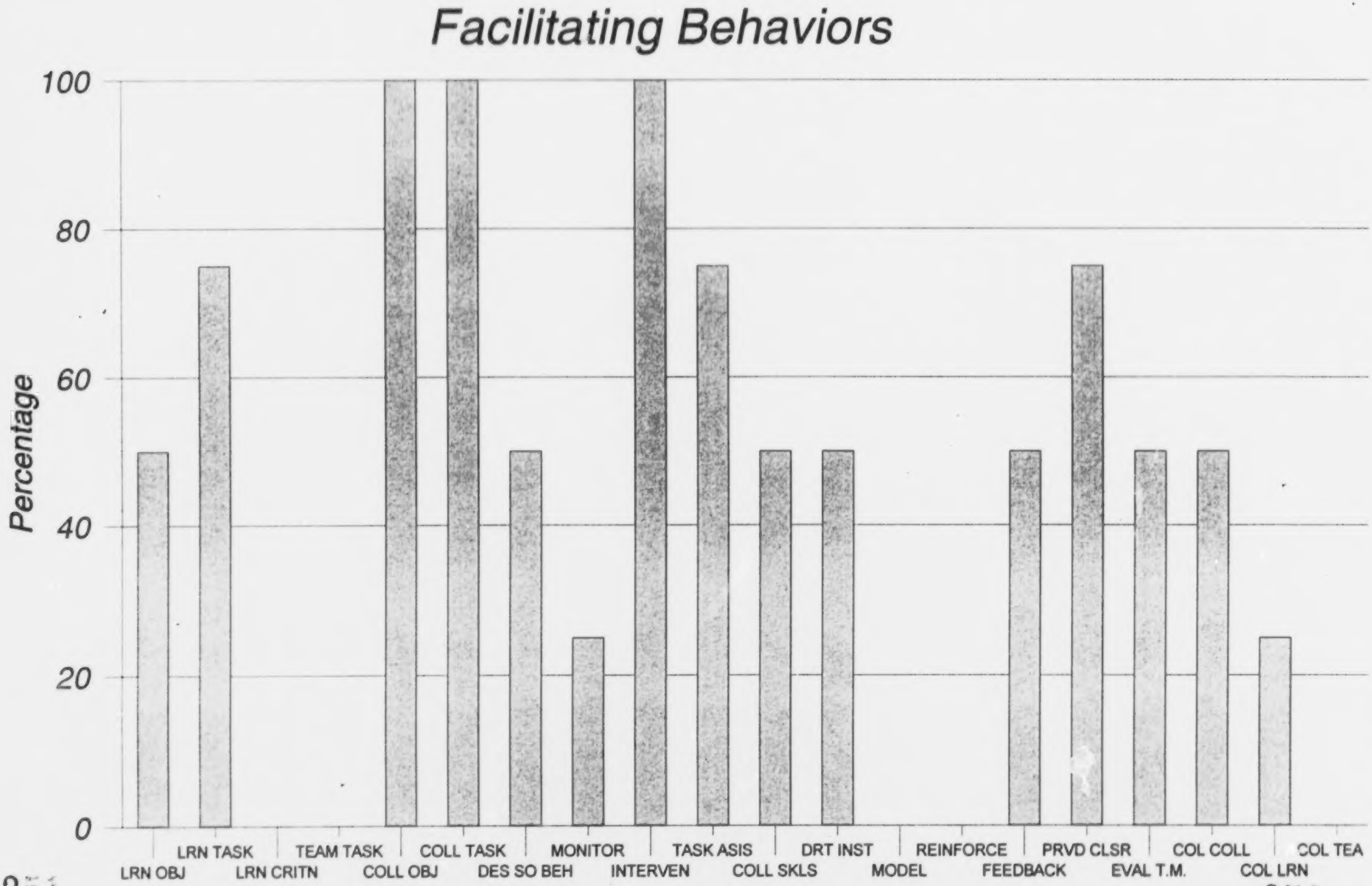

APPENDIX I

LESSON PLAN AND TRAINING MATERIALS

Planning A Cooperative Training Session

Date: December 15, 1992

Step 1: Select a training topic (consider staff perceptions re: want/need):

Listening to the child/family, professionals, and each other.

Step 2: Specify the training and collaborative objectives.

a. Training objective (worded behaviorally):

After reviewing written materials, each member of the Cooperative Learning Team will describe listening skills.

b. Collaborative objective (social skill, communication skill or cooperative skill; worded behaviorally):

Each member of the Cooperative Learning Team will listen to what another team member has said and validate their contribution.

Step 3: Make decisions.

a. Group size: 5 members, with enough people to make 2-3 dyads.

b. Assignment to groups: one dyad and one triad will be made for each task, as needed. Small groups will be selected by assigning members to a particular group by how they are sitting together in the room.

c. Establishing the group goal (task): For this training session there will be 3 separate group tasks across the session. The first task will be listening to a story with 10 questions to be asked of the story. This will hopefully allow group members the opportunity to look at their own listening skills. The second task will be Looks Like, Sounds Like for Listening. The third task will be five articles on Listening which will be learned utilizing the Within-Team Jigsaw.

d. Specify the desired behaviors:

(1) The specific behaviors related to the instructional objective are:

(a) Each group member will identify their own listening skills.

(b) Each group member will know how to listen to another person.

(2) The specific behaviors related to the collaborative objective are:

(a) Each group member will listen to each other and validate what the other people have to say through verbal or nonverbal messages.

e. Determine how evidence of the expected behaviors will be gathered: N/A

f. Develop necessary observation forms (assign Observer role:): N/A

g. Room arrangement: Small circle with separate spaces for dyads/triads.

h. Materials needed for each group (what materials needed, whether materials will be jigsawed, how materials can be jigsawed):

Needed: Story for group members to listen to.
Tokens for Looks Like, Sounds Like.
Five handouts on listening.

Jigsawed: Each group member has one of the five handouts.

i. Assigning roles (which roles are necessary, which role will be assigned to whom): N/A

j. Choosing a group reward(s): A reward will be given at the end of the training session.

k. Breaking the task into parts (to create interdependence):

Second task: Tokens will be given during the Looks Like, Sounds Like activity to provide an opportunity for all members to share. When all of the tokens have been used by a group members they will not be allowed to continue in providing contributions to the discussion. Hopefully this will also allow for more appropriate listening activities to occur.

Third task: A handout will be given to each group member. They will be asked to learn the material and then teach the material to the whole group.

l. Selecting any cooperative learning structure(s) that will promote learning:

Training Objective (structure and purpose):

Game with tokens (to promote accountability, to promote social interaction, to promote face-to-face promotive interaction)

Jigsawing (to increase interdependence, to promote accountability, to promote social interaction, to promote face-to-face promotive interaction)

Collaborative Objective (structure and purpose):

None. The collaborative objective will be promoted during group discussion following each activity. The cooperative learning structures will facilitate the collaborative objective to occur.

m. Insuring individual accountability: This will be insured through use of specific CL structures that are selected for different activities.

Step 4: Describe the learning task for group members:

a. Group task(s) or goal(s) (specify which task is linked to which concept/skill):

During the first activity, I will read a story for the group to listen to. Afterwards I will ask 10 questions related to the story. This activity will hopefully make the group aware of what their listening skills are.

During the second activity, Looks Like, Sounds Like for Listening, each group member will be given 5 tokens that will be used for each of their contributions to the discussion. After a member has used all of their tokens, they will then be asked to keep silent throughout the remainder of the discussion. For this activity, I hope to accomplish two things: equal sharing in the discussion; and insuring listening of each group member.

During the third activity one handout will be given to each group member for a total of five different handouts. Each group member will review their handout and then Roundrobin will teach the other group members on the information they have learned.

b. What the criteria for success is (as it relates to the training objective):

Each group member can describe the skills/behaviors related to listening.

c. How individual accountability will be established:

In order to encourage each group member to review and learn the necessary skills, I have designed activities so that group members need to share what they have learned/know with each other in order to complete the various tasks.

d. Which specific collaborative or social behaviors are expected:

In order to encourage group members to learn about listening skills, I would like each of you to commit to listening to each other and to validate the statements made by group members. This will insure group participation and make for a much more cohesive group.

e. Specific information necessary to complete the task:

Ask group members if any of the topics/skills are unfamiliar or if they would like additional information. If requested, describe and demonstrate. In addition, observe during the activities and add details when/if group members have difficulty with specific skills or concepts. Finally, ask if group members need additional information about the specific tasks. If so, provide additional explanations.

Step 5: Monitor and intervene.

a. Observe the expected behaviors (appropriate actions) during group interaction:

The specific skills related to the instructional objective will be observed during the activities. The collaborative behaviors can be observed both during the activities and large group discussion.

b. Intervene to provide task assistance or model/facilitate collaborative skills:

Intervene as necessary to prompt and reinforce both kinds of targeted behaviors/skills.

Step 6: Evaluate outcomes and process.

a. Learning/Task achievement:

Determine whether each group member can identify effective listening skills.

b. Process group functioning (plan for processing/feedback. Decide who provides feedback, when it will occur, what issues will be discussed):

Processing will only occur at the end of the third task.

c. Notes on individuals:

Document concerns, questions, etc. discussed during processing which can be addressed at a later time.

d. Suggestions for next time:

See C above.

Step 7: Closure.

a. Plan Learning Facilitator led review of main themes and major points:

Review effective listening skills/techniques.

b. Plan follow-up independent practice:

Plan to practice listening to a family during the next two weeks. Come back to class with what went well and what did you not feel comfortable with.

Planning A Cooperative Training Session

Date: January 12, 1993

Step 1: Select a training topic (consider staff perceptions re: want/need):

Facilitating Communication Skills

Step 2: Specify the training and collaborative objectives.

a. Training objective (worded behaviorally):

Following this training session, the Family Support Specialist/Client Services Coordinator will evaluate which skills for facilitating communication were successful and were unsucessful during the first homevisit she makes.

b. Collaborative objective (social skill, communication skill or cooperative skill; worded behaviorally):

Each individual on the cooperative learning team will demonstrate facilitating communication skills with each other.

Step 3: Make decisions.

a. Group size: five members of the cooperative learning group with small group work occurring in dyads or triads.

b. Assignment to groups: groups will be assigned according to how individual group members are seated during the full group session.

c. Establishing the group goal (task):

For this training sessions there will be five group tasks during the session and one task to be completed by each group member after the session. The tasks are:

    1. Review the specific communications skills.
    2. Practice the specific communications skills learned.
    3. Review "Giving Feedback" and "Using Constructive Self-Disclosure."
    4. Practice giving individual feedback and using constructive self-disclosure.
    5. Complete "Strategies for Communicating Clearly and Respectfully."
    6. Practice facilitating communication skills with a family.

d. Specify the desired behaviors:

    1. The specific behaviors related to the instructional objective are:

        * Each team member will practice utilizing the skills learned in facilitating communication with each other and with one family.
        * Each team member will practice utilizing the skills learned in giving feedback and using constructive self-disclosure with each other and with families/professionals.

    2. The specific behaviors related to the collaborative objetive are:

        * Each team member will practice utilizing the skills learned in facilitating communication with each other.

        * Each team member will practice utilizing the skills learned in giving feedback and using constructive self-disclosure with each other.

e. Determine how evidence of the expected behaviors will be gathered:

Data will be gathered by the Learning Facilitator.

f. Develop necessary observation forms (assign Observer role):

Not applicable.

g. Room arrangement:

Small circle - with separate spaces for dyads/triads to practice.

h. Materials needed for each group (what materials needed, whether materials will be jigsawed, how materials can be jigsawed):

Needed:
1. Description on facilitating communication skills.
2. Description on giving feedback.
3. Description on using constructive self-disclosure.
4. Task: Strategies for Communicating Clearly and Respectfully

Jigsawed: 1. 2 groups of 2 to 3 members each.
Each member has 1 of the handout.
Within-Team Jigsaw: 2. 2 groups of 2 to 3 members.
One handout each per group of numbers 2 and 3 above.
Teammates Consult: 3. Whole group.
Each member has a handout.

i. Assigning roles (which roles are necessary, which role will be assigned to whom):

No roles will be assigned.

j. Choosing a group reward(s):

Each person will be allowed to leave one hour early from work this week upon completion of the training session, but only if all the tasks on the lesson plan are completed.

k. Breaking the task into parts (to create interdependence):

The basic skills/information will be divided into two parts and the group must review all the skills. During the role play activities, two separate interview will be conducted covering different content.

l. Selecting any cooperative learning structure(s) that will promote learning:

Training Objective (structure and purpose):

Jigsaw - to increase interdependence, promote accountability, promote face-to-face interaction, and promote small group skills.

Within-Team Jigsaw - same as above.

Teammates Consult - same as above.

Numbered Heads Together - same as above.

Collaborative Objective (structure and purpose)`:

All of the above cooperative learning structures will hopefully promote collaborative objective.

m. Insuring individual accountability:

This will be insured through the use of the cooperative learning structures outlined above and through role-play activities.

Step 4: Describe the learning task for group members:

a. Group task(s) or goal(s) (specify which task is linked to which concept/skill):

"Facilitating Communication Skills" will be jigsawed into two groups of two to three people. The task will be to teach each other in the small groups about facilitating communication skills. After each group feels they have learned the outlined communication skills, each group will develop a scenerio utilizing the techniques learned for the other group to role play. One group will design the role play with a FSS/CSC talking with a professional and the other group with a FSS/CSC talking to a family.

After the role play has been designed it will be given to the other group to review, discuss, and then act out.

Within-Team Jigsaw will be used for "Giving Feedback" and "Using Constructive Self Disclosure". When the group feels they have learned the material, each group member will be asked to identify one in writing two examples of a behavior that they would like to give feedback on. This behavior does not necessarily have to pertain to anyone in the group nor does it have to be real for them. In otherwords it can be made up. As time allows the identified behaviors will be shared with the group one at a time. I will ask them, utilizing the cooperative learning structure - Numbered Heads Together - to give two different examples of how they would respond to a behavior utilizing the techniques learned in the handouts. (Numbered Heads Together - students number off, teacher presents a problem, heads together, a number is called.)

Utilizing Teammates Consult, "Strategies for Communicating Clearly and Respectfully" will be completed. (Teammates Consult - students work in teams of four, all students put their pens in the center of the floor, a student reads the question, the students seek the answer through discussion, the student on the left of the reader checks to see that teammates all understand and agree with the answer, when there is agreement, then all students pick up their own pens and write their answers in their own works, students progress to question two: the checker becomes the new reader; the person on the left becomes the checker.)

b. What the criteria for success is (as it relates to the training objective):

Each group member can describe and demonstrate the skills/behaviors/strategies related to facilitating communication, giving feedback, and using constructive self disclosure.

c. How individual accountability will be established:

"In order to encourage each group member to review and learn the necessary skills, I have designed activities to that group members need to share what they have learned/know with each other in order to complete the various tasks in this session. In addition, and assignment will be given to each of you to utilize the skills learned today at the next homevisit you have. I expect each of you to come to the next session specifying what was and was not successful."

d. Which specific collaborative or social behaviors are expected:

"In order to encourage group members to consider each other, I would like each of you to commit to facilitating communication skills, giving feedback, and using constructive self disclosure with each other today and during the next session."

e. Specific information necessary to complete the task:

"Vocal Cues and Turn-Taking in Conversation" will be handed out along with any other information they request.

Step 5: Monitor and intervene.

a. Observe the expected behaviors (appropriate actions) during group interaction:

The specific skills related to the instructional objective and collaborative objective will be observed during the activities.

b. Intervene to provide task assistance or model/facilitate collaborative skills:

Intervene, as necessary, to prompt and reinforce both kinds of targeted behaviors/skills.

Step 6: Evaluate outcomes and process.

a. Learning/Task achievement:

Determine whether each group member can demonstrate facilitating communication, giving feedback, and constructive self disclosure.

b. Process group functioning (plan for processing/feedback. Decide who provides feedback, when it will occur, what issues will be discussed):

Discuss the following: what information/skills were learned/practiced and how well this worked, what was difficult and what should be done to address these issues, and how well group members worked together and what they might like to try differently.

c. Notes on individuals:

Notes on individuals comments, wants, concerns, demonstrated skills, etc. will be made during the session.

d. Suggestions for next time:

Suggestions for next time can be completed immediately after the session as evaluation of the session occurs.

Step 7: Closure.

a. Plan Learning Facilitator led review of main themes and major points:

Review the skills/behaviors/strategies that can be used in facilitating communication skills, giving feedback, and utilizing constructive self disclosure.

b. Plan follow-up independent practice:

Each group member will utilize the techniques learned in this session with a family on their next homevisit. At the next training session each member will share with the group what was and was not successful in their use of the techniques.

ACTIVITY 6
Positive Ways to Interact with Ricky

My name is Ricky. I'm 27 months old and I am already in school two days each week. Every other week, my teacher comes to my house. Sometimes she does things with me when she visits, but lots of times she and my mom just talk. I guess it's good that they can talk, because my mom cries a lot and seems really depressed. I can do lots of things I couldn't do last year, but the other kids my age who belong to my parents' friends seem to do a lot more. I can pull myself up to standing, take little steps, and stand by myself without holding onto anything. (*Gross Motor*) I'm really beginning to appreciate my hands. I can pick up a toy block with my thumb and finger, and yesterday I picked up a watermelon seed that was on the kitchen floor. My biggest problem is that once I've picked something up, I don't know how to let go. (*Fine Motor*) My dad says I'm noisy; I guess it's because I love to bang things on my highchair tray. I'm also training my parents to play with me. When they cover my face with a tissue, I uncover it and laugh; and when they clap their hands, I clap, too. (*Cognition*) Recently I've learned some new sounds, and I say six words. I especially like making the funny sounds other people make, like coughs and clicks. When my mom and dad say "No," I've learned to stop whatever it is that I'm doing. (*Language*) School is fun because of the other kids; sometimes I even leave my mom to look around. When people laugh at my tricks or funny faces, I keep performing. (*Social/Emotional*) Eating is also fun. I can lick food from a spoon, bite things, and eat real food if it's mashed up. I still wear diapers, but I'm not always wet anymore—and when I am, I don't like it! (*Self-Care*) Actually, I learn best by looking at things and by touching, tasting, and smelling them.

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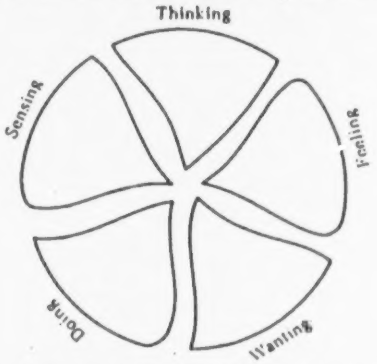
Listening to a story - QUESTIONS

1. What is the little boy's name?
2. How old is the boy?
3. How many days a week does he go to school?
4. How often does the teacher come to his house?
5. Why is it good for the mom to talk to someone?
6. What kind of gross motor skills does he have?
7. What kind of seed did he pick up off the floor?
8. How many words does he say?
9. What are his eating skills like?
10. How does he learn best?

The Awareness Wheel - Understanding Yourself and Others

There are tremendous benefits in looking at yourself more closely when it comes to your communication. What exactly is going through your mind at this moment? What are you sensing? Thinking? Feeling? Wanting? Doing? Unraveling these dimensions can help clarify important issues when you are expressing yourself to someone, or when someone else is expressing themself to you.

Your senses, thoughts, feelings, intentions, and actions are always part of you, but they are not always **within** your awareness. "Self awareness" is awareness of these five dimensions. Increasing that awareness becomes a way of knowing yourself better; of becoming more conscious of who you are. This in turn can help you communicate more clearly, and understand others better. The "Awareness Wheel" is a model that is helpful tool for identifying and clarifying what it is you want and how to communicate those wants. Likewise, this can help you understand others by increasing your awareness of their communication process.



Your interpretations. Interpretations are all the different meanings you make in your head to help you understand yourself, other people, and situations. They are constructed by you out of your past, present, and anticipated experiences. Because they are constructed this way, they are very unique and probably different from another person's. The interpretations you make depend on the information your senses provide you and the thoughts you already have, as well as the immediate feelings, wants, and desires which you bring into the situation. For example, if you fail to see someone smile when they say, "You're crazy!", and you're feeling irritable anyway, you may interpret the words as a put-down. On the other hand, if you see the person smile, and you're in a good mood, you will probably interpret the words as a good-natured comment.

Your sensations. Your senses report raw data. Hearing, seeing, smelling, touching, and tasting provide us with sense data. What we do with sense data is add our interpretations based on our past experiences. If you saw someone chewing a mouthful of food squeeze their eyes shut and grimace, you may interpret from that sense data that they are eating something sour. Or, based on your own painful experience earlier that day, interpret the grimace to mean they bit their tongue.

There is nothing wrong with making these interpretations - in fact it is unavoidable. And most of our interpretations are probably correct. BUT, in some cases we may interpret an action incorrectly, and this may lead to misunderstandings. That is why it is important to try and separate your interpretations from the sense data you use to form the interpretation.

For example, imagine your partner walks out of the room and quickly shuts the door. Your interpretation, based on the sense data of seeing the door shut, may be that he/she is angry with you. This could be the basis for a whole series of unhappy exchanges. However, (this is a true story) the motivation behind quickly shutting the door was actually to have a private conversation in the other room about a surprise party. What was interpreted as anger, actually wasn't anger at all. If you remember that your interpretations are exactly that, interpretation, and interpretations can be very different from your observations, you're less likely to be caught in the trap of believing what you **think**, is - that your interpretation is the correct one.

Your Feelings. Slippery, elusive, wonderful, or horrible; your feelings are your spontaneous responses to the interpretations you make and the expectations you have. These emotional responses are inside your body, though they may have outward signs. For example, when you feel angry inside, your outward signs may be tense muscles, flushed skin, loud speech, etc. Awareness of feelings is an important barometer - feelings can alert you to "what's going on" and help you understand your reaction to a situation. Especially if you can look back to the sense data and interpretations that led to those feelings.

Your intentions. Your intentions can be anything from your immediate desire in a situation to what you'd like to accomplish during the day, to long-range goals for years. Quite often, your intentions are kind of a "hidden agenda" inside yourself - and you may or may not be aware of them. Intentions are powerful because they have a big impact on your actions. This can be very complicated if you aren't aware of your true intentions, or if the person you are dealing with is not aware of your true intention. When something important is happening between you and another person, or when you are feeling quite dissatisfied, identifying what you want - your intention - can be very helpful in clarifying for yourself what is happening.

Feelings also can help you clarify your intentions. Positive feelings, feeling satisfied, that everything is "okay" usually means that your major intentions match your behavior. When you don't feel satisfied, it could mean that what is happening on the outside doesn't match the intentions you have on the inside.

Your actions. You've heard it before, but "actions speak louder than words" is truer than we might think. If you are looking out the window and and saying "Really? Then what?" while your friend is speaking, she may depend more on your action (looking out the window) than your words. Your actions can become the sense data from which other people make interpretations about your feelings and behavior.

So what does all this mean? The Awareness Wheel is a way of separating out all the influences that affect a particular situation so you can gain a clearer understanding of what is happening. It can help you know yourself more effectively. This in turn can create more choices. The Awareness Wheel can help you be more clear about where you're coming from. When you know where you're coming from, the choices you make are much more likely to be self-fulfilling and satisfying. When you neglect self-information and operate from limited awareness, you're likely to find yourself in misunderstandings, conflicts, and taking less effective action.

Adapted from:
Miller, S., Nunnally, E.W., & Wackman, D.B. (1975). Alive and aware. Minneapolis, MN: Interpersonal Communication Programs, Inc.

The Communication Process

Everyone has some idea of what it means to communicate, because we try to do it all the time. We have all been in situations where communication worked well. And we have all experienced breakdowns in communication.

Thinking of communication as a two-way process can help us have successful communication and avoid those breakdowns. The process can be summed up this way:

Communication involves the sharing of meanings.

Sharing. Communication does not work like a beginner's tennis match. In beginning tennis, one person hits the ball over the net and waits for his or her partner to send it back. If communication worked like tennis, the speaker would send a message and then wait for the listener to send one back.

Instead, communication is closer to a skilled tennis match. Both people are involved in the game constantly, just as both tennis players are involved constantly. Once a good player hits the ball, he or she starts to get into position to deal with the return shot. In communication, effective speakers and listeners are always involved. For example, even though a father may appear to talk more than his daughter, she is constantly sending nonverbal signals that affect what he says and does. Both people are involved in every moment of the discussion. The communication process does not fit a stop-start model. It is a process of constant involvement. This is important because it shows how the person who is listening is working hard also.

Meanings. Common meanings make it possible for us to communicate. If you and another person do not have the same meanings for "tall," "pretty," or "sad," you will have difficulty communicating. So too, if you do not have similar meanings for nonverbal messages such as a finger pulled across the neck, a raised eyebrow, a loud tone of voice, there will be confusion.

An effective communicator is aware of nonverbal as well as verbal messages. This person is also aware of how verbal and nonverbal messages work together. Thus, whether you are labeled as a speaker or a listener, you must be aware of your verbal and nonverbal messages.

WHY SHOULD YOU LISTEN?

People seldom feel obliged to listen. Whether you listen depends on how interesting the other person is and how well they take your interests into account. Listening is actually a sign of respect that is earned. Attentiveness can be very encouraging and rewarding to another person.

Failure to listen is not a social crime. On the other hand, it pays to listen because **you cannot tell whether something is worth listening to until you have listened to it.** But, if what is said does not appear useful, you need do no more than show ordinary courtesy. The burden is on the person who speaks. If they can make themselves interesting to your then it is worthwhile to listen. To evaluate talk requires taking the time to listen.\

Some situations demand attentive listening. When doing business or seeking a particular goal, the other person's response can be crucial. You must listen in order to plan your next move. You can demonstrate you have listened attentively by asking good questions or making relevant comments.

Listening can be looked at as a four step process consisting of receiving, interpreting, evaluating and reponding to messages. Once you receive a message through your ears and eyes, you have to work to make sense out of it. You must interpret the message on the basis of your experiences, evaluate your thoughts and/or feelings about the message, and respond.

HOW TO LISTEN.

Effective listening requires a system. You must decide whether you want to understand the main points, master some particular details, or just pick up the mood. People seem to speak faster than it is possible to listen. Actually, if the speaker is organized, we can hear a good deal more than we expect. If we are so disorganized the listener must provide the order in our speech, we risk being misunderstood. Competent speakers try to provide a logical framework for listening in both public and private.

In formal and public situations, you can assist your memory by planned note-taking. You must decide in advance what you want from a presentation and avoid casual jotting. Note-taking is only useful if it helps you recall what was said. In informal situations, you must take advantage of your privilege to ask questions. You will not remember as many details, but your questions can help the speaker understand what is important to you.

Adapted from:

Phillips, G.M., & Wood, J.T. (1983). Effective communication. New York, NY: Macmillan

Effective Listening

Listening is an art--an art that can be learned. Effective listening accomplishes the following:

*Accurately assesses the situation as it is
*Helps the speaker clarify what is being said
*Allows for the creation of new options
*Reduces emotions that block clear thinking

Try the following effective listening steps, in the order presented, the next time you decide to practice effective listening:

1. Feelings first

   Reflect the feelings the speaker may be trying to express. Note that you recognize and hear what the feelings are.

   > "It's been one frustration too many. You're wanting to give up."

2. Different words

   Say what the speaker is saying, in your own words, without adding anything not there in the first place.

   > "If I hear you right, you've tried everything, and now you don't know where to go next, but have to do something."

3. Open questions

   Ask the speaker relevant, open-ended questions beginning with "what", "how", "please explain", "describe", but NOT "why" or "don't you think?"

   > "How will that affect what will happen to your co-workers?"

4. Summarize and clarify

   Then, pull together what you've heard. Help get clear about what the possible choices are.

   > "You've mentioned firing him and just letting it go. I wonder if those are your only options."

5. Give and opinion--with great caution--only after steps 1-4.

From: William W. Wilmot

FACILITATING COMMUNICATION SKILLS

To promote the use of effective communication skills, try the following sequence:

1. Providing instructions about what is expected
2. Modeling
3. Rehearsal
4. Reinforcement
5. Feedback/coaching (e.g., I noticed that you ____, when____)
6. Additional rehearsal
7. Assign practice activities/homework

Basic communication skills which are important include:

LISTENING

Work hard at listening - make an effort to get the main point of information.

Use paraphrasing to help you attend more carefully and to know if you understand. Paraphrasing is not used all of the time. It is used when the information that is being given is 1) particularly important to your or the organization, 2) is complex or involves several steps, and 3) involves a problem and the person has come to you for help. To avoid the perception that paraphrasing seems artificial (e.g., overuse of the lead-in "What I hear you saying is ....."), learn a variety of ways to say "I want to feed back what you have said."

Check ~~out/~~verify your inferences when the other person is not being particularly clear. Again, to avoid the sound of artificiality, practice a variety of ways to say "What I'm guessing that you mean/feel/want is......". Responding to the obvious feelings facilitates the expression of related feelings and helps the listener and speaker understand the surrounding feelings and assumptions, needs, or other thoughts.

Empathize with the speaker. Empathizing involves getting into another's frame of reference and letting go of evaluation.

Work on remembering. To aid remembering use techniques to increase organization of the information, to repeat information, and to associate new information with other information. Make notes during or within 10 minutes of the interaction. Afterwards, re-organize the information and add detail. Then associate the experience with another which is sufficiently similar to remember the broad concepts.

PARAPHRASING

Paraphrasing involves restating in your own words what you think another person has said. It involves little or no inference. Paraphrasing demonstrates that you have been listening and accurately understand what the other is relating. Paraphrasing helps to focus the discussion and to clarify the information.

REFLECTING

Reflecting is more complex than paraphrasing since it also includes inference. During reflecting, you describe what another person has said and try to capture the affective meaning of the message. After examining the verbal and nonverbal information provided overtly and covertly by the speaker, you infer what this information communicates about the emotional meaning. Reflecting helps to make implicitly conveyed information explicit during an interaction. The intention of reflecting is not to explain anything new to the speaker.

SUMMARIZING

When summarizing, you use one or more concise statements to restate several preceding statements made by the speaker. The intent is to ensure that all individuals understand what has been said. Summarizing differs from paraphrasing in that it is not as immediate (i.e., does not immediately follow what a speaker has just said) and it is a response to several pieces of information, sometimes presented by several different speakers.

CHECKING

Checking involves the use of a question to check for the accuracy of information or a perception. Its purpose is to increase the clarity and accuracy of the information exchange. It helps promote mutual understanding.

DESCRIPTIVE FEEDBACK

Descriptive feedback:

1) provides objective information about observed behaviors of others or observed conditions,
2) provides information about the impressions or feelings that these behaviors or conditions cause, and/or
3) clarifies what the observed behaviors or conditions may mean or signify to the individual involved.

Descriptive feedback simply describes what has been observed. The feedback is concise and specific (rather than general) which means that it involves the use of specific and concrete language. Feedback is directed toward a behavior or situation that the individual can change (i.e., something that the individual can control or do something about. When providing descriptive feedback you describe what you feel, see, hear, touch, or smell without interpreting. You also describe your own experience instead of attributing it to the other person (i.e., make "I" statements instead of "you" statements). Finally, you describe what is instead of what "should" be.

Descriptive feedback is not evaluative/judgmental or advising. An observation implies that the person is free to use the information or not. Evaluative or advising feedback implies that the person should take some action or change. Avoiding evaluative or judgmental feedback requires the elimination of both positive or negative comments.

Feedback is checked to ensure clear communication (e.g., you may ask the other person to paraphrase what you have said to see if it corresponds to what you intended). In addition, you may wish to check the accuracy of your observations by asking if the individual agrees with your description of the observed behavior or situation.

CLARIFYING

Clarifying is the use of questions to encourage the other person to become more explicit and/or to verify your understanding of what the speaker has said. Clarification questions usually begin with something like "Are you saying that....?" or "Do you mean that....?" and end with paraphrasing the speaker's words or reflecting the speaker's feelings/emotions.

VALIDATING

Validating involves communicating to the other that, if you were seeing things from his/her perspective (with his/her assumptions), then it would make sense and be reasonable to feel what s/he is feeling, to see what s/he is seeing, or to say what s/he is saying. Validating does not mean that you agree with what the other person is saying or doing or that you believe the other person is right and you are wrong. It just conveys that another point of view may make sense, given some assumptions which you might not share with the other.

I-MESSAGES

I-messages are intended to encourage clear and direct messages during interactions and to convey ownership of feelings (as well as thoughts, beliefs, and attitudes). I-messages include three parts:

1) a brief, clear description of a specific behavior,
2) the resulting feeling experienced because of that specific behavior, and
3) a description of the tangible impact that the behavior has had.

I-messages involve the use of descriptive statements such as:

When you do ____
In situation ____
I feel ____.

Nonverbal Messages

Communication always consists of both verbal and nonverbal communication. Nonverbal messages include the following:

Voice: We may communicate our feelings or moods through the tone of voice we use to talk, or by how fast we talk.

Gestures: We may communicate information or feelings through hand, arm, leg, or head movements.

Body movement: We may communicate information about ourselves or our ideas through posture or movements while walking, standing, or sitting.

Eye Contact and Facial Expression: We may communicate attitudes or feelings through eye contact or facial movements.

Spatial Distance: We may communicate feelings for another person by how much space we put between us and the other person.

Appearance: We may communicate certain feelings or attitudes through style of dress, choice of hair style,a nd use of accessories such as hats or belts.

As a communicator you use verbal and nonverbal messages to **create meanings**. For example, you would choose simple words and hand movements to explain star constellations in the sky to your younger brother. You would choose more complex words and gestures to discuss star constellations with your science teacher.

You also need to spend time **interpreting the meaning** of the messages you receive. You may earn that when Joanna says she'll be "late" that means fifteen minutes late. When Wayne says "late" he means an hour. Everyone tries to figure out the right ways to reach another person. Although this appears rather simple and self-evident, it is amazing to see how communication can break down when words or movements or facial expressions are misunderstood.

Listening is a crucial part of the communication process. On the basis of our definition of communication, there are three main ideas to remember about listening:

1. Speaking and listening happen at the same time.
2. Listeners must be aware of both verbal and nonverbal messages.
3. Effective communication occurs when the speakers and listeners share their meanings and are aware of the interpretations they make of others messages.

Using Active Listening - A Step Toward Effective Communication

Active listening can be very valuable when used to develop the mutual understanding that is necessary to solve important problems. It involves a knowledge of the words being used, different meaning s that words may have for other people, and the feelings and behaviors that are generated by the use of those words.

Active listening is a process, and requires the following:

1. *Be clear about the purpose for listening.*

   What is the purpose of the conversation you are having? To vent frustrations, to share critical information, to solve a problem, generate ideas, schedule a meeting? An emphasis on different listening skills would be appropriate for each different scenario.

2. *Recognize the appropriateness of the context.*

   If you are going to be effective in your role as listener, the situation must be appropriate. To determine this several questions should be answered:

   -Is this the right setting for a discussion, or are there too many distractions or not enough privacy?

   -Is this the right time to meet, or, for example, is it too close to the lunch break to begin an important or lengthy conversation?

   -Is it so late in the day that people may lack the energy and patience needed to be effective?

   -Are other events in progress that could affect the current discussion? If so, should this discussion be postponed?

3. *Avoid making assumptions.*

   As a listener, resist the temptation to make assumptions about the meaning of a statement. For example, if a teacher says "Before long I'll make a permanent change in this child's schedule," the listener may **assume** that the change will be made within a week or two, whereas the teacher may be planning to make the change in three months. Too often, a listener makes assumptions about a statement and then acts on them as if they are true, even though they are not checked with the speaker.

4. *Delay judgments.*

Do not respond on the basis of limited information. Make sure you have heard everything the speaker has to say, and placed the information in the context of the "big picture".

5. *Focus on the speaker.*

While you are listening, concentrate on **what** the speaker is saying and **how** it is being said. Look for cues of conviction, sincerity, anger, confusion, happiness, and so on. Nonverbal signals from the speaker including gestures, facial expression, and posture contribute to the meaning of what the person is saying, often as much as the person's words.

6. *Wait before responding.*

The use of a pause can be very helpful during a conversation. It gives both people a chance to reflect on what has been said and to prepare an appropriate response. It also gives the person speaking an open invitation to elaborate more on the topic.

7. *Rephrase the important concepts.*

The listener can enhance communication be restating and rephrasing specific ideas. This process, called paraphrasing, will help to clarify and give emphasis to areas of uncertainty.

Adapted from:

Price, J.P. 1991. Effective communication: A key to successful collaboration. Preventing School Failure, 35,4, 25-28.

General Guidelines For Listeners

You are probably familiar with these listening rules although you have never verbalized them. Their intention is to help you become as good a listener as you can be. The guidelines are intended to help you think about your listening behavior and to help you listen to others in the most effective way possible.

Stop talking. It seems almost ridiculous to say it, but during any conversation between two people only one person can talk at a time. The easiest way to help someone be more self-disclosing is to provide her with the opportunity to do so by talking less yourself.

Focus on the speaker. Make the person feel that you are interested in what she is saying. Sit in a relaxed and open position facing her, and don't be afraid to make eye contact. Appear interested in what she is saying. Such nonverbal cues are an excellent way to initially communicate your concern for the speaker.

Listen for the main point. Listen for a main theme or repeated idea and concentrate on this theme rather than on all the details that embellish it. Ask yourself, "What is this person trying to tell me?"

Listen to how the message is given. Concentrate not only on what is being said but also on how it is said. Listen for emotional reactions and attitudes. Ask yourself "How does this person feel about this situation?"

Separate the person from the idea. Often, individuals are more influenced by who is saying something than by what is being said. We react positively to the ideas of people we like and interpret their ideas as coinciding with our own. We perceive negatively the ideas of people we don not like. Because it's difficult to separate the person from the idea, you should try to listen more closely than usual to those people toward whom you have strong feelings - negative or positive - and to be cautious of your interpretations of their statements. Try listening as to these people as if they were someone else. Listen to people you have negative feelings toward, for example, as if they were friends of yours, then notice how your response differs.

Listen for what is avoided. You can learn a lot about another person by listening for what is not said as well as for what is said. Ask yourself "Does this person omit a significant part of the story?" "Does she/he avoid talking about feelings or a significant person in her/his life?

Separate your emotions from your responses. A difficult accomplishment, but a crucial skill for a facilitative listener, is the ability to separate emotional responses from listening and reacting skills. Don't get so angry or upset by the speaker that you can't hear or respond objectively. Emotions will prevent you from providing facilitative understanding.

Be careful with interpretations. Making assumptions or drawing premature conclusions about the speaker should be avoided, because these will usually be based on knowledge of yourself rather than on knowledge of the speaker. Don't assume that the speaker uses words the same way you do or has the same values or weaknesses you have. Just because he or she isn't looking you in the eye, for example, doesn't mean you're not like. Avoid such interpretations. Listen for facts and be sure you know the difference between what is actually said and the interpretations or evaluations you make of what is said.

Respect the speaker as a person. You must genuinely respect, be interest in, and care about the other person if you are to be really helpful. Value the person and all her/his communications, and take time to listen.

Empathize with the other person. Empathy is often defined as the capacity for putting yourself in the other person's place so that you can see the world as she/he does. The empathic listener offers understanding, not solutions, and tries to understand the speaker in the way that the speaker understands him/herself.

Adapted from:

Long, L. (1978). Listening/responding: Human relations training for teachers. Belmont, CA: Wadsworth Publishing Company.

Active Listening

First seek to understand, then to be understood.
Stephen Covey

The purpose of active listening is to help you clearly understand *exactly* what the speaker is trying to communicate, and to let the speaker know that you have understood. In active listening, we listen for both the content and the feeling conveyed in the message. Good active listening includes all of the elements described below.

Elements of Active Listening

1. **Be Attentive**	Pay close attention to what is being said; demonstrate that you are listening through attentive body language.
2. **Be Impartial**	This is perhaps the most difficult of these elements -- it means not agreeing, disagreeing, or stating *any* opinion about what is being said. Remember, the purpose of active listening is to understand the other person.
3. **Reflect Back**	Use the same or similar words to reflect the speaker's idea back to him or her. For example -- Speaker: "I'm really unhappy about the meeting we had today." Listener: "It sounds like you have some concerns about how it went." This technique helps both to convey your interest and to elicit more information.
4. **Listen for Feelings**	If something is important to the speaker, he or she will have feelings about it. Often, the feelings themselves are the most important part of the message. Acknowledge the feelings the other person is conveying to you. For example – "It sounds like you have some concerns about how it went," or "From the way you describe the situation, it sounds like you're very frustrated."
5. **Summarize**	Pick out what you think were the most important parts of the speaker's message. Summarize them back to the speaker, to be sure you understand and to convey your understanding to the speaker.

Giving Feedback - Keeping Relationships on Track

The purpose of feedback is to provide constructive information to help another person become aware of how his behavior affects you and how you perceive his actions. It is important, therefore, to give feedback in a way which will not be threatening to the other person and increase his defensiveness. The more defensive an individual is, the less likely it is that she will correctly hear and understand feedback. Some characteristics of helpful, nonthreatening feedback are:

1. **Focus feedback on behavior rather than the person.** It is important that you refer to what a person does rather than comment on what you imaginesheis. To focus on behavior implies that you use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus you might say a person "talked considerably in this meeting," rather that this person "is a loudmouth."

2. **Focus feedback on observations rather than inferences.** Observations refer to what you can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which you would make from what you see or hear. In a sense, inferences or conclusions about a person contaminate your observations, thus clouding the feedback for another person. When inferences or conclusions are shared, and it may be valuable to do this, it is important that they be so identified.

3. **Focus feedback on description rather than judgment.** The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. Judgments arise out of a personal frame of reference or value system, whereas description represents neutral (as far as possible) reporting.

4. **Focus feedback on descriptions of behavior which are terms of 'more or less" rather than in terms of "either-or".** When you use "more or less" terminology, it implies that the behavior falls in a continuum. This means you are stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental. Thus participation by a person may fall on a continuum from low participation to high participation, rather than "good" or "bad" participation. If you don't think in terms of more or less and the use of a continuous scale of measurement, you will be trapped into thinking in categories, which may then not reflect reality.

5. **Focus feedback on behavior related to a specific situation - preferably to the "here and now "rather than the "there and then."** What you and I do is always related in some way to time and place. We increase our understanding of behavior by keeping it tied to time and place. When observations or reactions occur, feedback will be most meaningful if you give it as soon as it is appropriate to do so.

6. **Focus feedback on the sharing of ideas and information rather than on giving advice.** By sharing ideas and information you leave the other person free to decide for himself, in the light of his own goals in a particular situation at a particular time, how to use the ideas and the information. When you give advice, you tell her what to do with the information. Insofar as you tell her what to do, you take away his freedom to determine for himself what is for her the most appropriate cause of action.

7. **Focus feedback on exploration of alternatives rather than answers or solutions.** The more we can focus on a variety of procedures and means for accomplishing a particular goal, the less likely we are to accept premature answers or solutions - which may or may not fit a particular problem. Many of us have a collection of answers and solutions for which there are no problems.

8. **Focus feedback on the value it may have to the receiver, not on the value of "release" that it provides the person giving the feedback.** The feedback provided should serve the needs of the person getting the feedback rather than the needs of the giver. Help and feedback need to be given and heard as an offer, not as something you force upon another person.

9. **Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.** If you overload a person with feedback, it reduces the possibility thatshemay use what she receives effectively. When you give more than she can use, you are satisfying some need for yourself rather than helping the other person.

10. **Focus feedback on time and place so that personal data can be shared at appropriate times.** Because receiving and using personal feedback involves many possible emotional reactions, it is important for you to be sensitive to when it is appropriate to give feedback. Excellent feedback presented at an inappropriate time may do more harm than good. In short, the giving (and receiving) of feedback requires courage, skill, understanding, and respect for yourself and others.

11. **Focus feedback on what is said rather than why it is said.** When you relate feedback to the what, how, when, where, of what is said, you relate it to observable characteristics. If you related feedback to why things are said, you go from the observable to the preferred, bringing up questions of "motive" or "content".

Adapted from:

Johnson, D.W. (1972). Reaching out. Englewood Cliffs, New Jersey: Prentice-Hall.

Using Constructive Self Disclosure - Building Trust in Relationships

People rarely talk openly about their reactions to each other's behavior. Most of us withhold our feelings about the other person (even in relationships that are very important or dear to us) because we are afraid of hurting the other person, making him/her angry, or being rejected by him/her. Because we do not know how to be constructively self-disclosing, we say nothing. The other person continues to be totally unaware of our reaction to his/her actions. Likewise we continue to be ignorant of the effect our actions produce in her. Consequently, many relationships that could be productive and enjoyable gradually deteriorate under the accumulated load of tiny annoyances, hurt feelings, and misunderstandings that were never talked about openly.

The following points increase the chances that self-disclosure will improve a relationship rather than harm it.

1. Self disclosure must begin with **a desire to improve your relationship with the other person.**. Self-disclosure is not an end in itself but a means to an end.

2. Try to create a shared understanding of your relationship. You wish to know how the other person perceives and feels about your actions. You want him/her to know how you perceive and feel about his/her actions. Each of you will then view the relationship from more nearly the same viewpoint.

3. Realize that self-disclosure involves **risk taking**. Your willingness to risk being rejected or hurt by the other person depends on how important the relationship is to you.

4. Although the discussion may become intense, spirited, angry, or tearful, it should be **noncoercive** and should not be an attempt to make the other person change. Each person should use the information as she sees fit. The attitude should not be "Who's wrong and who's right" but "What can each of us learn from this discussion that will make our relationship more productive and satisfying?"

5. Timing is important. Reactions should be shared at a time as close to the behavior that aroused them as possible so that both persons will know exactly what behavior is being discussed.

6. Disturbing situations should be discussed as they happen; hurt feelings and annoyances should not be saved up and dropped on another person all at once.

7. Paraphrase the other person's comments about you to make sure you understand them as s/he means them. Check to make sure the other understands your comments in the way you mean them.

8. Statements are more helpful if they are:

   -**Specific** rather than general: "You bumped my plate" rather than "You never watch where you're going."

   -**Tentative** rather than absolute: "You seem unconcerned about Jimmy," rather than "You don't give a damn about Jimmy and never will."

   -**Informing** rather than ordering: "I hadn't finished yet," rather than "Stop interrupting me."

9. Use perception-checking responses to insure that you are not making false assumptions about the other's feelings. "I thought you weren't interested in trying to understand my idea. Was I wrong?" "Did my last statement bother you?"

10. The least helpful kinds of statements are those that sound as if they are information about the other person but are really expressions of your own feelings. Avoid the following:

    Judgements about the other: "You never pay any attention."

    Name-calling, trait labelling: "You're a phony"; "You're too rude."

    Accusations: "You enjoy putting people down"; "You always have to be the center of attention."

    Commands and orders: "Stop laughing"; "Don't talk so much."

    Sarcasm: "You always look on the bright side of things, don't you?" (when the opposite is meant).

11. The most helpful kinds of information about yourself and your reactions are:

    Behavior descriptions. To develop skills in describing another person's behavior you must sharpen you skills in observing what actually did occur. Let others know what behavior you are responding to be describing it clearly and specifically enough that they know what you saw. To do this you must describe visible evidence, behavior that is open to anybody's observation. Restrict yourself to taking about the things the other person did.

Examples: "Jan, you seem to disagree with whatever Sue suggests today." (NOT "Jan, you're just trying to show Sue up.")

"Don, you've talked more than others on this topic. Several times you interrupted others before they had finished." (NOT "Don, you're too rude!")

Descriptions of your own feelings. You should attempt to describe your feelings about the other person's actions so that your feelings are seen as temporary and capable of change rather than permanent. It is better to say, "At this point I'm very annoyed with you," than "I dislike you and I always will.

Strategies for Communicating Clearly and Respectfully

Strategy	Example
• Avoid making assumptions	
• Avoid jargon and explain technical terms	
• Share complete; honest, and unbiased information	
• Offer your opinions, but be sure the family knows these are suggestions and not the only options	
• Answer questions directly if you know the answer, or say "I don't know"	
• Avoid patronizing language and tone	
• Consider differing abilities to understand	
• Clarify mutual expectations	
• Clarify next steps	
• Realign the power	
• Respect cultural differences	
• Recognize time and resource constraints	
• Pay attention and respond to nonverbal cues	
• Create an environment for open communication	

Listening and "Active" Listening

Even though we listen to each other every day, many of us may not be as effective as we could be when it comes to listening. With a little practice, it is possible to improve listening skills, and therefore our communication in general.

We have broken the topic of listening down into to categories - listening and "active" listening. The first section on listening provides general information on how to be aware of listening and how to improve listening. The second section identifies a specific style of listening to use for situations which require problem solving, helping someone in crisis, or resolving conflict.

LISTENING

For an overview on listening in general, read:

Stell, L., Summerfield, j., & de Mare, G. (1983). Listening - it can change your life. Canada: John Wiley & Sons. (pp. 183-207).

Long, L. (1983). Listening/responding. Belmont, CA: Wadsworth Publishing Company. (pp. 21-22).

Emmert, P., & Lukasko Emmert, V.J. (1984). Interpersonal communication. Dubuque, IA: Wm. C. Brown Publishers. (pp. 182-191).

Garguilo, R.M. (1985). Working with parents of exceptional children: A guide for professionals. Englewood Cliffs, NJ: Prentice-Hall. (pp. 138-145).

Phillips, G.M., & Wood, J.T. (1983). Effective communication. New York, NY: Macmillan Publishing Co., Inc. (pp. 72-73).

Stewart, J. (1977). Bridges not walls. (pp. 222-235).

Effective Listening. Wm. W. Wilmot.

B. C.
by Johnny hart
DR. PETER ⟷ HEAD SHRINKER
I'VE BEEN HAVING TROUBLE COMMUNICATING WITH PEOPLE...
HOW LONG HAS IT BEEN GOING ON?
...SO I THOUGHT MAYBE YOU COULD HELP ME.

ACTIVE LISTENING: MOVING ON TO MORE SPECIALIZED SKILLS

Active listening is a process of clarification. It clarifies for the listener what the speaker is saying, and it clarifies for the speaker that the listener really understands what she is saying. It is simply restating what you thought the speaker has said.

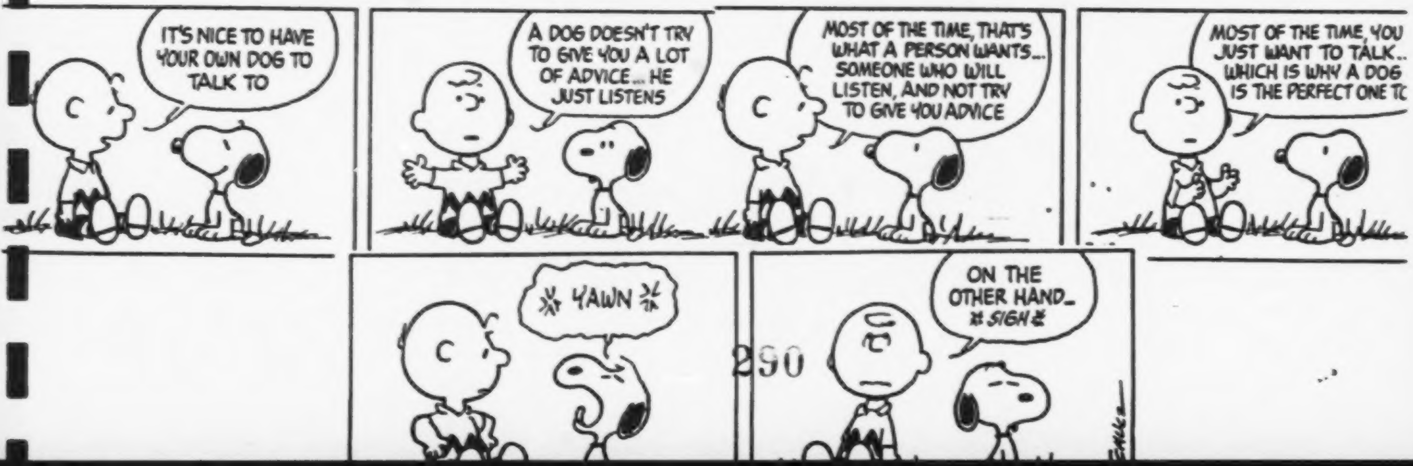
There are several techniques to enhance active listening, such as paraphrasing, reflecting, summarizing, clarifying and using "I messages". These skills are invaluable in relationships of all kinds, from professional to intimate.

For an overview of active listening and active listening skills, read:

> *Gordon, T. (1977). Leader effectiveness training. Wyden Books. (pp. 58-74).*
>
> *Long, L. (1978). Listening/responding. Belmont, CA: Wadsworth Publishing Company. (pp. 147-156).*
>
> *Using active listening: A step toward effective communication. Adapted from: Price, J.P. (1991). Effective communication: A key to successful collaboration. Preventing School Failure, 35, 4, 25-28.*

For a closer look at the specific skills used in active listening, read:

> *Long, L. (1978). Listening/responding. Belmont, CA: Wadsworth Publishing Company. (pp. 87-144). {clarification skills}*
>
> *Long, L. (1978). (pp. 33-53). {reflective responses}*
>
> *Facilitating communication skills. Handout. {listening, paraphrasing, reflecting, summarizing, checking, clarifying, validating, I-messages}*


IT'S NICE TO HAVE YOUR OWN DOG TO TALK TO
A DOG DOESN'T TRY TO GIVE YOU A LOT OF ADVICE... HE JUST LISTENS
MOST OF THE TIME, THAT'S WHAT A PERSON WANTS... SOMEONE WHO WILL LISTEN, AND NOT TRY TO GIVE YOU ADVICE
MOST OF THE TIME, YOU JUST WANT TO TALK... WHICH IS WHY A DOG IS THE PERFECT ONE TC
YAWN
ON THE OTHER HAND... SIGH

APPENDIX J

CERTIFICATION MODEL

DRAFT
A MODEL FOR FULL CERTIFICATION
OF MONTANA'S FAMILY SUPPORT SPECIALISTS

PURPOSE

This document is intended to summarize current discussions and ideas related to Family Support Specialist (FSS) certification. Since final decisions regarding the competencies and certification procedures have not yet been made, the information contained in this document is a synthesis of discussions and strategies or ideas which have been proposed during the past three years. The purpose of this document is to: 1) propose a set of basic, essential competencies that will be addressed through the Family Support Specialist (FSS) certification process (for full certification) and 2) suggest several strategies or procedures which could be used in accomplishing the full certification process. This document is a draft which can serve as a focus for discussion during the next several weeks. Final decisions regarding the competencies and full certification procedures will be made by the Developmental Disabilities Division (DDD) following thorough review and discussion of this proposal by various stakeholders (e.g., families, Family Support Services Advisory Council members, Child and Family Service Provider administrative staff, FSSs, Comprehensive System of Personnel Development-Part B subcommittee, higher education representatives).

HISTORY

Clearly Part H (Infant and Toddler Program) of IDEA and the rules and regulations governing the implementation of this program are the primary impetuses for developing and implementing a certification system for FSSs in Montana. In order to obtain federal funding the state is required to demonstrate that early intervention personnel meet the state's highest standards for certification or licensure. Thus, in order to acquire the approximately $850,000 of federal funding which is used primarily to provide direct services to families, the DDD must implement a certification system.

In previous applications to the federal government for Part H funding, the DDD has outlined a two-level certification process for professionals who have the role of a FSS. One level of the process requires an individual to obtain provisional certification. Provisional certification is contingent on the individual completing an application process which describes his/her academic credentials (including verification), experience in serving young children with disabilities and their families, and letters of verification (or signatures) regarding their relevant experience. Individuals issued a Provisional Certification have two years to meet the requirements for Full Certification. The process for Full Certification of a Family Support Specialist has been described as a competency-based process. In past applications the DDD has identified two parts of this competency-based process: 1) an examination and 2) an interview/role play based on the FSS competencies.

During the past three years several competencies for FSSs have been proposed and discussed in various settings. The proposed competencies evolved from several sources: planning processes and projects from the mid-1980's related to early intervention personnel, a list of competencies developed by the Division of Early Childhood (Council for Exceptional Children), Part H programmatic requirements, and the knowledge and skills/competencies described in job descriptions for FSSs (or "family trainers/home trainers"). In addition, recommendations regarding important skills and knowledge to address during FSS certification were gathered through various surveys conducted of FSSs, CFSP administrators, and DDD representatives. Discussions about these proposed competencies have occurred at Child and Family Service Provider meetings (directors' meetings including representatives of DDD), within each agency (as information was disseminated through agency administrative staff to FSSs), at meetings of the Family Support Services Advisory Council (FSSAC), and at various conferences (e.g., DDD conference in the fall). Attempts have been made to solicit the suggestions and recommendations of FSSs and others who would be impacted by this full certification process.

BASIC COMPETENCIES

"Competence" has several definitions: ability, expertise, proficiency, skill. Some professionals would also include essential knowledge and demonstration of "best practices" principles, processes, and skills. For purposes of this draft competence will mean the performance of skills/behaviors necessary to deliver early intervention services to families. Thus, competence includes both the skills and behaviors needed to implement early intervention services in accordance with the guidelines, rules, and regulations of Part H (Infant and Toddler) Program of IDEA and those needed to provide "family-centered" early intervention services.

Previous drafts of competencies have included an array of knowledge and skills. These previous lists have been refined to pinpoint 10 basic competencies:

1. Communicates effectively with families
2. Gathers information about children's skills and behaviors (i.e., completes multidimensional assessment or evaluation)
3. Gathers information about families' wants, concerns, priorities, and resources
4. Develops the Individualized Family Service Plan
5. Implements educational activities with children and families
6. Coordinates the delivery of resources, supports, and services
7. Evaluates the Individualized Family Service Plan
8. Functions as an effective team member
9. With families, accomplishes transitions
10. Implements procedural safeguards

Since these basic competencies encompass the essential skills that are necessary to deliver early intervention services to families, they address skills that FSSs utilize regularly in their interactions with families and in fulfilling the responsibilities of their position.

Because each basic competency is broad, it is similar to an essential "class/category" of skills. Thus, each of these broad, basic competencies includes several important sub-skills/behaviors that are related to the basic competency (see Attachment A for an example). The related sub-skills/behaviors are key skills and behaviors that "anchor" or "operationalize" the competency. That is, they describe what important behaviors taken together form the competency. The performance of these related sub-skills/behaviors provides a foundation for determining the existence of each competency.

FOUNDATIONS

While specific discussions regarding which FSS competencies were important have occurred consistently across the past three years, discussion about the possible procedures for full certification of FSSs have been more general. Several fundamental principles have been identified:

1. Montana's certification process is primarily intended to address competence, not hours of training or specific university coursework (see the previous section for a definition of competence). The rationale for this decision is that Montana's FSSs possess diverse academic and employment experiences. The common denominator is that they all possess the set of skills necessary to capably provide services to families and to accomplish the tasks and responsibilities of their position.
2. The full certification process will be directly related to (and acknowledge) the knowledge, skills, and abilities necessary to provide quality early intervention services to families (i.e., necessary to complete the work of FSSs).
3. The full certification process must have some meaning/validity. That is, it must be more than a "paper chase". It must have some validity in the eyes of participants, the lead agency (DDD), families, the FSSAC, other Montana and federal agencies, and agencies in other states. In addition, it must address recognized foundations for the field (i.e., the DEC "white paper"/position paper outlining important competencies for early interventionists). Furthermore, it must (to the greatest extent possible) address those competencies and procedures which would facilitate the recognition of Montana FSS certification by other states.
4. Establishing the competency of FSSs must involve the same multi-dimensional information gathering process that professionals agree is important with families and children. That is, to be reliable and valid, information must be gathered from various sources, use various methods, and address various content areas/facets of performance. To make information gathering as easy

as possible, FSSs may gather information from various points in time, across more than one family if they so desire.

5. The certification process is intended to document the array of skills and knowledge that currently practicing FSSs possess. Consequently, the certification system must be flexible enough to address individual differences. Of course, individuals differ in the specific skills and knowledge that they possess or that they perceive are their strengths. Still, it is anticipated that the vast majority of currently practicing professionals will achieve certification without significant additional training or study.
6. The certification process must be broad enough to establish the competency of a professional who has been practicing in the field for several years, the competency of a professional from another state who moves to Montana, and the competency of a newly trained and/or newly hired Family Support Specialist (who does not have extensive experience in delivering early intervention services in Montana).
7. The FSS competencies and certification procedures that are implemented in the near future are viewed as an initial attempt to implement a certification system in Montana. Across the next two-three years the competencies and procedures will be "piloted" with currently practicing professionals and graduates of early intervention training programs. The process is intended to be dynamic in that ongoing evaluation, evolution, and refinement of the system is desired and expected.
8. Determining which knowledge base must be appraised through the full certification process will be a complex issue. Theoretically, a specific knowledge base is an important foundation for competency. Most professionals engaged in personnel preparation build training programs around the acquisition of knowledge (e.g., knowledge identified in the DEC white paper). Furthermore, certain aspects of competency may be examined most easily through some type of assessment tool or paper-and-pencil task (e.g., what procedural safeguards are families afforded under Part H?). However, deciding which knowledge is necessary and sufficient for the delivery of early intervention services and, thus, ought to be addressed through the full certification process is difficult.

PROCEDURES

Information Gathering Methods: The focus of the information gathering process would be to obtain information about an FSS's competency. As described previously, the proposal includes a multi-dimensional information gathering process with FSSs to increase the validity of the information that is sampled. The rationale is similar to that when using a multi-dimensional information gathering process with children. That is, any information gathered at a single point in time typically represents a sample of behavior. It is more probable that the sample of behavior is an accurate representation of "true/real" skills and behaviors when a sample of skills/behaviors includes information from various sources, is gathered by several methods, is gathered across different points in time, and includes information about diverse content areas/facets of performance. Using multiple sources, multiple methods, multiple points in time, and multiple content areas increases the likelihood that the skills/behaviors observed or sampled through other means exist across various settings and situations. In addition, using a multi-dimensional information gathering process also increases the likelihood that patterns of performance and essential skills/behaviors can be observed or demonstrated.

The methods currently being considered for the full certification process include:

1. A written **application** including a description of specific academic and/or inservice training completed and a description of related experience. This information will expand, but not duplicate, the information already provided during provisional certification processes. The intent in gathering additional application information would be to provide an opportunity for each FSS to clearly describe what specific competencies, capabilities, and training/experience they bring to the position. It would be an opportunity to describe what areas they believe they are particularly proficient as well as those areas where they perceive they have additional skills to learn.

2. Written **recommendations** from supervisors, families, and/or other professionals. Recommendations from supervisors, families, and/or other professionals is intended to gather information from individuals with whom the FSS interacts on a regular basis. This synthesis of information from interactions across time helps insure that those who "know the FSS best" have an opportunity to describe the FSS's skills and abilities (theoretically increasing the stability or consistency of the information gathered).

3. **Observations** of skills/behaviors during interactions with families, children, and other professionals. The observations likely would completed by a supervisor, with the families' or other professionals' permission. The intent in gathering information from someone who has actually observed the FSS in his/her work would be to have more direct documentation about the performance of specific competencies.

4. **Videotaping or audiotaping** of interactions with a family and/or child. Use of a videotape or audiotape would provide information similar to that provided by direct observation. The FSS could decide that s/he would prefer gathering information to demonstrate specific competencies through videotaping and/or audiotaping instead of observation. In addition, the FSS would decide - given families' or other professionals' permission - when and with whom the taping is completed.

5. **A portfolio** reflecting common tasks and situations encountered by a FSS. The portfolio would be like an artist's portfolio or a student's "work file". Potentially, it could contain representative samples of a wide variety of activities such as: a) a variety of products (e.g., a sample educational/intervention program for a child, a sample IFSP); b) a description of various situations and how they were handled (e.g., Describe a transition you and a family have recently accomplished. Include what you planned, who was involved, and how coordination was achieved.); and/or c) self-reflection on particular situations (e.g., Briefly describe the last training event in which you participated. What did you learn? How has this changed the way you interact with families, children, or other professionals?).

6. **An interview** which may include role play and/or problem-solving. During an interview a FSS would have an opportunity to provide additional information about himself/herself and his/her competencies. The interview also offer the Certification Panel an opportunity to ask for information that they could not obtain through other methods. Thus, the interview would allow FSSs to convey information that they believe is important about themselves but which has not been adequately sampled through other means.

Various methods have been considered because they each may accomplish slightly different purposes (i.e., some methods may better document particular competencies than other methods do). The particular content that would be sampled by each method has not been specifically determined at this time. It is unlikely that all methods would be required to document each competency. In some cases, specific methods may be used for all FSSs (e.g., written recommendation from a supervisor) while, in other cases, a range of options to document each competency may be offered. Offering a range of options whenever possible insures that the process can be individualized to some degree. A FSS can make decisions about which method s/he prefers.

Timelines: The full certification process for currently practicing professionals and newly trained or hired FSSs would take place over the next 2-3 years. FSSs would be asked to volunteer for the initial "pilot" of this procedure. The intent would be to include FSSs with varying levels of experience in the sample in order to pilot the procedures with and obtain feedback from the most heterogeneous group possible. If necessary (if too many or too few FSSs volunteer), FSSs could be randomly selected from CFSP agencies across the state to participate in the initial pilot. As the process is refined, FSSs will be asked for their feedback about the competencies and procedures.

Essential Knowledge: At this time, no decision has been made about what knowledge is necessary for a FSS to be competent. In fact, since the initial focus of the full certification process is competency (i.e., performance of specific skills/behaviors), this proposal would not require any paper-and-pencil assessment of a FSS's knowledge during the next 1-2 years. Instead, the plan would be to identify the essential knowledge base across the next few years and to develop an effective strategy to assess this knowledge base using some type of paper-and-pencil instrument or task. Recommendations about which knowledge is essential and can be sampled most effectively through some type of paper-and-pencil task would be gathered from a variety of sources (e.g., FSSs involved in certification processes this next year, DDD, CFSP administrators, FSSAC members, national leaders in the field, etc.). FSSs who participate in the pilot of the full certification procedures during the next 1-2 years would provide feedback about the knowledge that should be sampled but would not have to demonstrate that knowledge by completing the paper-and-pencil task. FSSs who choose to wait until later to complete certification would have to complete the task. This could provide an incentive for FSSs to participate in the initial pilot.

Certification Steps: Once decisions are made about what methods may be used to gather information about specific competencies, clear descriptions of what information will be gathered and how the information can be provided will be distributed to FSSs. Those FSSs choosing to participate in the pilot will have sufficient time (weeks or months as necessary) to compile the information they would like to present to the Certification Panel. Once this information is presented to the Certification Panel, Panel members will review it to determine which competencies are clearly documented. In some cases, FSSs may be contacted to clarify the information presented or to gather additional information before the Panel makes a decision about whether a FSS possesses a particular competency. Since the assumption is that most FSSs possess the necessary competencies, a primary concern is how FSSs can best demonstrate or document their competencies. If it appears that a FSS does not possesses a specific skill, the FSS will have an opportunity to provide additional information or to complete the training needed to acquire the skill.

The certification system is not intended to "screen out"/eliminate FSSs from current positions or delivery of services. Additionally, the system is not intended to ignore individual differences or circumstances. Thus, opportunities and supports will be incorporated into the system so that FSSs can succeed in the certification process and so that they have sufficient time and resources to complete the procedures. Furthermore, alternatives will be designed so that FSSs have options to pursue in the event that they have some concern or question regarding the Certification Panel's decision (e.g., review of the information/situation by the Personnel Standards/CSPD subcommittee of the FSSAC).

Certification Panel: The Certification Panel has two important purposes initially: 1) to determine whether specific FSSs demonstrate the competencies required for full certification and 2) to develop the procedures and criteria that the Panel will use in determining that FSSs meet the full certification requirements. Primary concerns in the implementation of the certification process are that the procedures are reliable, are valid, and are fair. In addition, the procedures must be both efficient (not prohibitively costly in terms of time and money) and effective (accurately reflect the FSSs competencies). Every FSS must have equal opportunity to demonstrate his/her competencies and have equitable and impartial review of his/her competencies.

In order to accomplish these purposes the current proposal would delineate particular functions and membership for the first Certification Panel that would be different than those for the Panel in the future. The first Panel would operate to increase the likelihood that the Panel can accomplish its two primary purposes effectively. Subsequently, it is planned that the Panel will have rotating membership, specific orientation and training, and diverse membership.

Initial Certification Panel: The plan of operation for the initial Certification Panel that will operate during the pilot of the full certification process is as follows.

First, the Panel would be comprised of 3-4 individuals who are selected on the basis of their roles and experience with both Part H and Montana's Child and Family Service system. Thus, potential members could include Jan Spiegle (Part H Coordinator), a director/supervisor from one of the CFSP agencies, an experienced FSS, a representative of the FSSAC, individuals involved in personnel preparation, and/or veteran families. Selection of the panel would be made by DDD and the FSSAC, based on which group of individuals can work collaboratively to design the specific procedures for the Certification Panel and can quickly achieve some reliability in their review of observational data, video or audiotape, and portfolio products.

Once the Panel is selected, they would meet for 2-3 days to review an initial set of FSSs' materials. At first, the group would review the materials together. During this review the Panel would detail (in writing) the criteria that are used and refined during the review, how decisions are made, and what specific methods the Panel designs for various parts of the review process. Once they achieve reliability regarding how information is reviewed, they can continue review of other FSSs' materials independently across the following weeks/months. Ongoing "reliability checks" will be incorporated during this time period so that a percentage of materials are reviewed by more than one person. This will allow the Panel to continue to monitor their process and decision-making.

In circumstances where some question exists about whether a specific FSS has adequately demonstrated the required competencies, review of the information by additional Panel members would be required. This affords FSSs some assurance that, if questions exist about their competencies or materials, no decision would be reached on the basis of one person's review.

Again, since the initial time period would be considered "pilot testing" for the system, ongoing evaluation and revision of the process is expected. At the end of the pilot period, however, the initial Certification Panel would have developed comprehensive written materials related to the review or coding system used, the specific procedures used in reviewing information provided through different methods, the criteria used in decision-making, and prompts or descriptions for how key issues were considered during the review process.

Later Certification Panels: Following the pilot and work of the initial Certification Panel, rotating membership and broader representation on the Certification Panel would be desirable. Methods to accomplish selection of later Panels are tentative currently (e.g., selection of various stakeholders by DDD, open nomination, nomination by various CFSP agencies, nomination by the FSSAC, nomination by families, etc.). Once operating procedures are more fully developed and written records of methods and procedures exist, new Certification Panel members can be oriented and trained more easily. This will improve the probability that the system will operate reliably. Reliability and validity must be maintained or the certification process becomes meaningless.

Relationship to Current CFSP Processes: The proposed procedures for the certification process are intended to be closely linked to processes that already exist within some of the CFSP agencies. The review of portfolio materials is envisioned to be similar to the "chart review" process. Observations of FSSs during their ongoing interactions with families and other professionals is intended to reflect current practices in many agencies of supervisors or peers making visits with FSSs. The review of the FSS's competencies, based on performance of the skills required in the position, is similar to staff performance evaluations in several agencies. Finally, the intent to provide opportunities for FSSs to acquire required competencies clearly links the certification process to staff development practices in the CFSP agencies.

FEEDBACK

Suggestions, recommendations, questions, and/or concerns regarding the FSS competencies and the certification system are important to convey. This information can be provided in several ways:

1. Completing the attached feedback page and returning it to Jan Spiegle at the Developmental Disabilities Division (phone number: 444-4181).
2. Providing verbal feedback directly to Jan.
3. Providing verbal feedback to Sue Forest, Ted Maloney, and/or Kathleen Gallacher at the Rural Institute on Disabilities in Missoula (phone number: 243-5467).
4. Sending a letter outlining suggestions, recommendations, questions, or concerns to Jan, Sue, Ted, or Kathleen.

Their addresses are:

Jan Spiegle, Part H Coordinator
Developmental Disabilities Division
PO Box 4210
111 Sanders
Helena, Mt. 59604

Sue Forest, Ted Maloney, or Kathleen Gallacher
Rural Institute on Disabilities
52 Corbin Hall
University of Montana
Missoula, Mt. 59812

Feedback will be solicited during the following eight weeks. This information will be compiled and reviewed during July, 1993. Revisions to the process and list of competencies will be completed by August, 1993. These will be distributed to interested parties in September, 1993. Piloting of the process will begin in the fall of 1993.

ATTACHMENT A

Competency: Develops the IFSP

Related Sub-skills/Behaviors:

1. Plans the IFSP process with family
2. Reviews status of previous outcomes and objectives
3. Gathers information from team members unable to participate in IFSP meeting(s)
4. Summarizes information about the child's skills, behaviors, and needs
5. Summarizes information about the family's priorities, concerns, resources, and supports (including resources and supports that will be built on to accomplish outcomes and objectives)
6. Identifies services and supports (including frequency, intensity, duration, payment source)
7. Identifies outcomes based on results of family priorities, desires, concerns (based on data from both child and family information gathering)
8. Designs developmentally and functionally appropriate outcomes
9. Writes objectives specifying desired behavior, conditions during which the behavior will be exhibited, and criteria for successful performance)
10. Specifies transition plan (including necessary outcomes and/or objectives)
11. Modifies, deletes, or adds outcomes and/or objectives as indicated by the family and by data analysis

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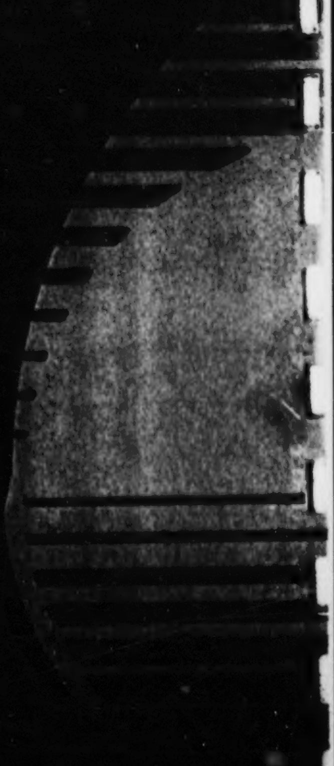

Independence, productivity and community integration

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